

Camden: Parental Demand for Childcare

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This report forms a part of Camden Council's Childcare Needs Assessment. Those reading it should be aware that this only represents one aspect of the Needs Assessment and that a summary of the Assessment and the other aspects of the research that took place as a part of it will be available from the Camden Council website in 2008.

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Camden Childcare Needs Assessment

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Introduction

The Camden Childcare Needs Assessment is a mixed methods study that has sought to consider the childcare needs of parents in the borough, including considering where there is unmet demand, the adequacy of the timing of childcare provision and parental views on the cost and quality of provision. The study aims to contribute to the planning of future childcare in the borough.

Aims

The Camden Childcare Needs Assessment aims to:

- develop a clear and concise picture of the demand for childcare from Camden residents
- identify unmet needs in childcare provision in Camden

The objective of the project is to:

- enable the Local Authority to plan childcare expansion and support sustainable service development

It is important that the research:

- Ensures that the data gathered reflected the fact that childcare demand has to be managed within the local childcare market. Childcare demand has to be placed within a market framework of supply and demand;
- Ensures that the information gathered is set within a framework that takes into account that there are limited resources to provide full-time affordable childcare for all children. The results of the consultation need to ensure that respondent's do not identifying childcare needs that they would like in an ideal world, but rather ones that reflect a realistic potential for being implemented. Respondents are encouraged to assess their present needs and look at a feasible form of childcare that could meet that need.

Policy Context

The National Childcare Strategy was launched in 1998 (DfEE, 1998) and sought to address the quality, affordability and accessibility of childcare in every neighbourhood for children aged from birth to 14 (16 with Special Educational Needs - SEN). Quality was maintained through initiatives such as the Early Excellence Centres, quality assurance schemes and the introduction of a set of national standards under OFSTED, whilst the affordability of childcare was sustained via the tax credit system¹. Accessibility was then addressed in relation to expanding the provision of childcare, with considerable investment being made to support the expansion of places, whilst also ensuring that parents could find out about childcare via locally based Children's Information Services. Alongside the development of childcare, came the development

¹ Tax credits are based on household income and help to subsidise the cost of registered childcare use.

of an early years education place for all three (a term after their third birthday) and four year olds (introduced via phased implementation).

In 2004 the strategy (HMSO, 2004) was amended and developed to be based on three principles:

- Each child deserves the best possible start in life
- There needs to be a response to changing patterns of employment to ensure that parents, and especially mothers, can work and progress in their careers
- Families should control the choices that they make in balancing work and family.

The Ten Year Strategy sought to continue the campaign for quality, affordable and accessible childcare, whilst developing this further to support notions of choice and flexibility. The Strategy proposed to further the entitlement to affordable childcare by raising the limits of the tax credit system from £175 to £300 a week and increasing the maximum proportion of the Working Tax Credit from 70 to 80 percent. By 2010 out of school childcare was to be provided for all children aged 3-14 from 8am to 6pm in a commitment to the accessibility of childcare. In addition the Government agreed to increase the number of Children's Centres, so that every family had access to integrated services including childcare. By 2008 there will be 2500 Centres and 3500 by 2010. The Strategy also assigned the Children's Workforce Development Council to create a new qualification and career structure for 2005 to radically reform the workforce and develop the quality of childcare. Furthermore, it issued a reform to the regulations and inspection regime to improve standards.

In 2006, childcare policy expanded via the Childcare Act which delegated the duty of facilitating the childcare market to local authorities, since they have the resources and ability to cater to their communities' special needs. Local authorities were assigned to carry out an initial assessment to determine the childcare needs in the community and repeat this assessment every three years. Furthermore the Bill introduced a reformed and simplified regulation framework for childcare: the OFSTED Children Register (RCR), which replaced the national standards.

London

The Mayor of London created the London Childcare Strategy in 2003 (GLA, 2003) to cater for London's unique position both in relation to social economics and the provision and consumption of childcare: London has the highest rate of child poverty of any region in the country; only 54 percent of women in London with children are employed compared to 64 percent nationally; and childcare is more expensive in London than in other parts of England.

The London strategy broadly followed the commitments outlined in the national strategy, with an assurance for quality, affordable, accessible and flexible childcare. Initiatives to promote affordable childcare included promoting the tax credit and urging for their reform so that they would meet London's higher costs. The London Strategy also introduced the Childcare Affordability Programme (CAP), based on evidence that childcare can be 25% more expensive in London than elsewhere in the country (Daycare Trust Childcare Cost Survey 2005). CAP was funded jointly with the Department for Children Schools and Families (DCSF, formerly the Department for Education and Skills) and aimed to

- make childcare in London more affordable for lower income families

- enable parents on lower incomes to remain in, or return to, full or part-time work and flexible work, and
- provide parents with greater access, choice, flexibility and quality childcare provision.

Delivered from 2005-2008, it is expected that up to 10,000 affordable and flexible childcare places will be created by subsidizing registered childcare providers.

The London strategy also supported promoting family friendly employment. To promote family friendly employment the London Development Agency engaged with employers and put the case to Government to improve incentives for childcare assistance. Accessibility looked at mapping current childcare provision, to monitor its availability (particularly for black and ethnic minority families) and create a childcare guide and website specific to London. Quality received more dedicated attention in 2007 with the establishment of a project board and research project to look at the future planning, funding and childcare workforce. The training needs of staff were seen as crucial.

From the policy developments that have occurred in relation to childcare it is possible to identify strong themes of affordability, accessibility and quality childcare. These themes will help to inform the research questions within the topic guides for the methodology.

Methods

The research into the needs of childcare in Camden adopted a multi method approach. This included:

- A questionnaire
- Focus Groups
- Peer Group Interviews

The research also adopted a partnership approach whereby Camden and Policy Studies Institute (PSI) worked closely with one another in order to share the responsibilities of the data collection, with PSI taking a lead in the design and analysis of the research.

The Questionnaire

The questionnaire was designed using the Cordis Bright (2006) questionnaire as a template. This questionnaire was reviewed and questions were added and removed based on the needs of the current research, response rates to the Cordis Bright questionnaire and the views of the research team and members of Camden council. The aims of the questionnaire were to:

- Establish demographics of the respondent, including ages and number of children
- Establish current childcare use and whether it meets their needs
- Establish preferred childcare use
- Establish what influences parents' choice of childcare
- Gain an indication of their views on cost of childcare

The questionnaire was then administered via:

- The Camden Council website (internet research)
- Selected primary and secondary schools
- Children's centres
- Libraries
- Play centres
- Childcare providers
- Voluntary groups
- Family Learning centres²
- Sure Start children's locality services
- Children's Information Service (CIS) officers

The use of multi distribution sites helped to ensure that both a large number of responses and responses from a range of parents could be collected. The use of voluntary groups helped to ensure that certain cohorts of parents could be targeted, e.g. parents of children with Special Educational Needs and parents with English as an additional language, whilst the use of children's centres and selected schools also ensured specific geographies could be targeted e.g. deprived areas, areas with a known lack of childcare.

Internet based research is a comparatively new method and relatively limited to studies interested in internet use (BSA, 2002). However, the potential of such a method is that it

² An example of a Family Learning centre would be Richard Cobden

is cheap, easy to administer and offers a potentially automatic data entry process. However, there are also potential problems, such as responses being limited to those who have access to the internet (possibly generating an household economics bias) and having no control over who fills in the questionnaire (Watt, 2002). Thus it was not felt possible to solely rely on this one method of distribution.

Libraries were asked to display the questionnaire along with freepost return envelopes in prominent locations. Where possible individuals who were responsible for story times in libraries were asked to get parents to complete the questionnaires as a part of the story time.

The other methods involved identifying individuals in the chosen locations and asking them to administer the questionnaire on behalf of Camden. In some cases these individuals were able to complete the questionnaire with parents, whilst in others they were reliant on handing the questionnaire to parents and asking them to return it to the identified individual or via a freepost service to the CIS.

In total 565 questionnaires were collected. As the responses were collected via a scattergun approach they can not be treated as being representative of the parents of Camden. However, there is a broad range of parents included within the responses, as is detailed in the first section of the analysis.

Qualitative Approach

Focus groups were conducted by members of PSI in six different locations. The focus groups aimed to ensure representation from the following groups:

- Parents/carers of children with disabled children and children with SEN
- Parents/carers from BME groups
- Parents/carers of children with a range of ages
- Parents/carers from specific geographical areas (to be determined by the quantitative data)
- A mix in the marital status of the parents/carers
- A mix in the employment status of the parents/carers
- A mix in the use of childcare (both formal and informal) by parents/carers

Focus groups took place in community centres, schools and childcare facilities. In each location an individual was identified to help with the recruitment of attendees to the focus group. The individual was asked to target parents in relation to the above requirements and to ask them to attend the focus groups. Letters were sent out to the identified parents and posters were also used to advertise the focus groups. Focus group participants were compensated for their time at the focus group at a rate of £20. All focus groups were recorded and transcribed verbatim, with additional notes being made by a member of PSI.

In total, seven focus groups took place, with a total of 34 parents. The parents contained a range of marital statuses, employment statuses, number of children, ages of children and uses of childcare.

Three of the parents in the focus groups were fathers.

Where age of childcare was known there were:

Eight parents with 0-2 year olds
Eleven parents with 3-4 year olds
Eight parents with 5-8 year olds
Ten parents with 9-12 year olds
Twelve parents with 13+ year olds
Two parents were expecting.
Unknown = 16

One parent reported having a child with a learning difficulty and one with allergies, but no other parents reported having children with disabilities.

The ethnicity of the parents in the focus groups was mixed and included those of Asian, African, European and British origin for example.

Only the name of the ward that the focus group took place in is given in reference to any comments made by parents as further details could result in parents being identified.

Peer Research

The peer research involved PSI conducting training with a group of 14 parents from Camden to conduct small group interviews. The parents identified to conduct this research were a group of parents who had already received training from Camden in methods of consultation. These parents were also part of minority ethnic groups and were asked to conduct the research in their own communities, in some cases using a language other than English. This enabled the project to diversify the group of parents that were included in the qualitative research.

Those who had attended the Camden training were invited to attend the one day PSI training session and offered £50 for taking part in the training. Another £50 was then available for the conducting of a small group interview and the submission of its transcript (translated if appropriate).

The PSI training was also designed to ensure that those participating gained a new research skill that they could use in the future either in association with the council or voluntary groups of which they were a part or in order to serve their own needs.

The aims of the peer research were for the researchers to explore some specific statements:

- There is enough childcare in this area
- The childcare in this area is of good quality
- The childcare in this area is affordable
- I use/ would use childcare in the area because...

The statements were informed by the other focus groups and the questionnaire data.

Those who participated in the group interviews as interviewees were also paid a rate of £20 for taking part.

In total 12 peer researchers submitted data from a small group interview. The demographic data of those who participated in this aspect of the research is as follows:

Gender

Females = 22

Males = 2

Marital Status

Lone parents = 7

Married/cohabitating parents = 16

Marital status unknown = 1

Total number of children of the respondents

One Child = 5

Two Children = 9

Three Children = 7

Four Children = 1

Five Children = 0

Six Children = 1

Unknown Number of Children = 1

Ages of the children of the respondents

Under 18 = 1

18-25 = 3

26-35 = 5

36-45 = 5

46-55 = 1

Unknown Ages = 9

Ethnicity of the parent (where known)

Black African = 9 (5 Eritrea, 2 Ethiopia, 2 Sudan)

Black/Caribbean = 3

Asian = 5 (2 Indian, 2 Nepal, 1 Indonesian)

Kosovan = 1

White British = 1

British/Asian = 1

Unknown ethnicity (with Somali interviewer) = 3

Other unknown = 1

Occupational Status of parent

Working = 7

Fulltime parent/carer = 12

Studying or training = 2

Unknown occupation = 3

Childcare use

Nursery = 8

Crèche = 6

After school club = 3

Playgroup = 3

Holiday play scheme = 2

Childminder = 2

Do not use = 6

Research Monitoring

The research was conducted in collaboration with borough officials in order to enable them to comment on the progress of the research. This enabled the research to be mindful of other research that was being conducted in the area, such as that around the supply of childcare.

Data entry and analysis

The quantitative data was entered into an Excel file created by PSI, with PSI then using Excel and SPSS to analyse the data. Most analysis is based on the individual questionnaires. However, childcare use is considered per child as is any analysis looking at use in relation to other variables. Other details on analysis are considered in footnotes as appropriate. "Blank" indicates that care was never used.

The peer research was transcribed by the peer researchers and hard copy manuscripts or detailed notes (along with the original tapes) were submitted to PSI. These were then analysed using a framework analysis.

The qualitative data was transcribed by associates of PSI and analysed by PSI using the Nvivo 7 software programme and framework analysis. This involved coding on broad themes and summarising them using a spreadsheet organised by the theme and each individual focus group. Following this, more detailed analysis was conducted within each of the themes. The themes included: background information, use of childcare, availability, accessibility, cost, tax credit use, understandings of quality and reasons for use. The PSI focus groups were also analysed for detail on after school care, the difference between private (inclusive of the voluntary and independent sector) and Local Authority provision and views on the use of friends and family.

The analysis aimed to identify:

- Gaps in the provision of childcare and then explore whether there is an unmet demand in these areas.
- Where there are identified places and a shortfall of take up explore the reasons for this
- Develop an understanding of why parents use childcare
- Develop an understanding of affordable, accessible and quality childcare

Each of the above was considered in relation to demographic figures.

The report considers the questionnaire responses, before going on to consider supporting or contrasting data from the peer research and focus groups.

Questionnaire Data

The Respondents

Of those who responded to the questionnaire 56% had one child and 41% had two children, 2% had three children and 1% had four. However, the focus groups revealed that parents could have more children, but did not see some children as relevant to a childcare needs assessment, such as those deemed to be too old for childcare. Therefore, respondents to the questionnaire may have additional children who they do not refer to. Where detail of the age of child(ren) was provided the average age was four years, with the range being one month to 14 years. Thirty seven percent of all the children referred to in the surveys were of school age (aged between five and 14).

Seventy-eight percent of the respondents were female. Forty nine percent were aged 36-45, 37% were aged 26-35, 7% were aged 46-55, 5% were aged 18-25 and 1% was under 18. Sixty nine percent were part of a two parent family, 30% were part of a lone parent family and 1% said they were other. In comparing the marital status to 2001 census data (National Statistics, 2007) it is possible to see that 44% of households with children were married households, 8% were cohabitating couples, 31% were lone parents and 16% other in the census. The sample therefore appears to have a shortfall of the 'other' category, but with no detail of what other entails it is difficult to know exactly who is missing from the sample.

Respondents were asked to identify the ethnicity of their children; 41% were White British compared to 53% in the census, suggesting that the sample is slightly biased towards those who were non White British³. The following table shows the percentage of the different ethnic groups amongst the sample's children.

Table to show the percentage of child's ethnic group in the questionnaire:

Ethnic Group	%
African	8
Bangladeshi	4
Caribbean	2
Chinese	1
Indian	2
Other	2
Other Asian	2
Other Black	2
Other Mixed	9
Pakistani	1
White and Asian	3
White and Black Caribbean	4
White British	41
White Irish	2
White other	16

³ Those in minority ethnic groups are found to have low levels of formal childcare use (Fitzgerald *et al*, 2002). In relation to early years education those who have English as an additional language are found to have a low level of use due to a fear of children losing their home language (Tabors, 2003), with Leseman (2002) also highlighting a lack of trust in early years services. Thus there is a suggestion that Camden could experience a low demand for childcare due to the ethnic diversity of the area.

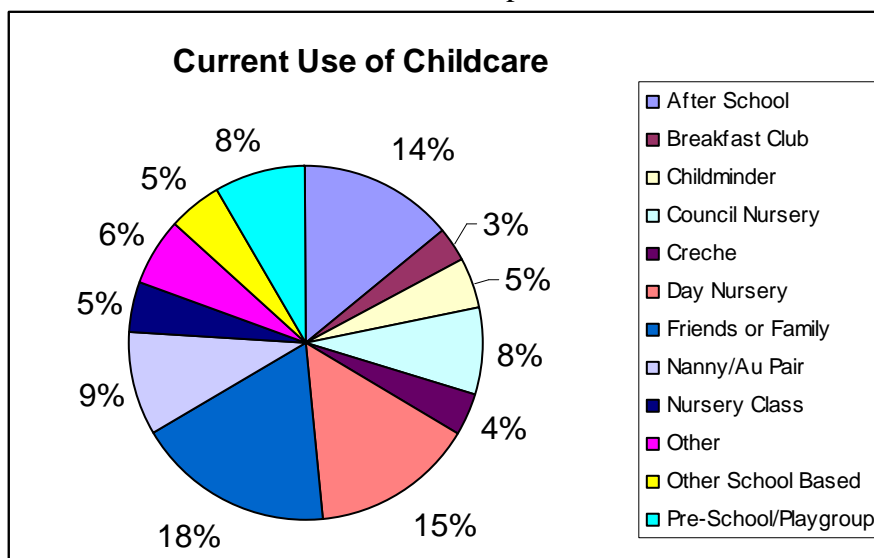
In addition, 8% of the sample identified with being a refugee/asylum seeker.

Respondents were also asked if their child(ren) had a disability with 10% saying that they did. Of those who had a disabled child, 71% provided details of the disability. Types of disability were varied and sometimes very individual, but examples included SEN (inclusive of needing extra support at school and things such as speech therapy), health related problems (inclusive of kidney problems and asthma), physical difficulties, allergies, behavioural and emotional difficulties, hearing impairment, downs syndrome and autism. Of these, the most commonly cited was SEN.

Use of Childcare

The below pie chart shows the current use of childcare by all respondents (all forms of care are considered not just the most used).

Pie chart to show current childcare use for all respondents:



In looking at all childcare use as a whole it is possible to see that friends and family is used the most, followed by day nurseries, with breakfast clubs having the lowest level of use. The use of friends and family is considered in further detail later. It must be appreciated in looking at the above data that many parents used multiple forms of childcare and that this could vary by child, so each different response has been counted.

The table below gives the first listed form of care in relation to the second listed form of care as a total number of respondents.

Table to show the first listed form of care in relation to the second form of listed care for all respondents:

First Childcare Use	Second Childcare Use											Total	
	After School Club	Breakfast Club	Childminder	Council Nursery	Creche	Daynursery	Friends and Family	Nanny or Au Pai	Nursery Class	Other	Other School		Pre School
After School club	X	9	1	X	X	X	2	X	X	3	14	X	29
Breakfast club	X	X	X	X	X	X	X	X	X	1	X	X	1
Childminder	9	1	X	5	1	9	7	1	X	1	X	7	41
Council nursery	2	X	X	X	2	X	11	6	X	X	X	3	24
Creche	X	X	X	X	X	X	6	2	X	X	X	1	9
Day nursery	1	X	1	2	7	X	30	12	1	X	X	8	62
Family or friends	36	3	X	X	X	X	X	11	X	X	14	X	64
Nanny or au pair	8	X	X	X	X	X	X	X	X	X	4	X	12
Nursery class	3	X	X	X	3	X	12	5	X	X	2	6	31
Other	X	X	X	X	X	X	X	X	X	X	X	X	0
Other school based activity	X	X	X	X	X	X	X	X	X	X	X	X	0
Pre-school or playgroup	X	X	X	X	6	X	22	8	X	X	X	X	36

From the table it is possible to see that other and other school based activities as a first form of care are not used with other forms of care. Although, when looking at the second form of care it is possible to see that some parents do use 'other school based activities' in conjunction with after school clubs and family and friends, although not on a large scale. The most common forms of first childcare use to be used in combination with another form of care are day nurseries and friends and family. Day nurseries are most commonly used with friends and family, whilst friends and family was most commonly used with after school care.

In addition it was found that 33%⁴ used a playscheme. Of those who did use a playscheme 80% used one in the summer holidays, 62% used one in the Easter holidays, 24% used one at Christmas, 70% at half term and 28% said they used one during other holiday periods. It would, therefore, appear that it is the long summer holidays that require the most childcare, with Christmas requiring the least, but this could also be an indication of the types of childcare that are available.

Taking the first form of childcare use listed by parents and looking at the hours per week of the use allowed for the following average hours of use to be calculated:

⁴ Based on 494 responses.

Average hours of childcare per week by type of care:

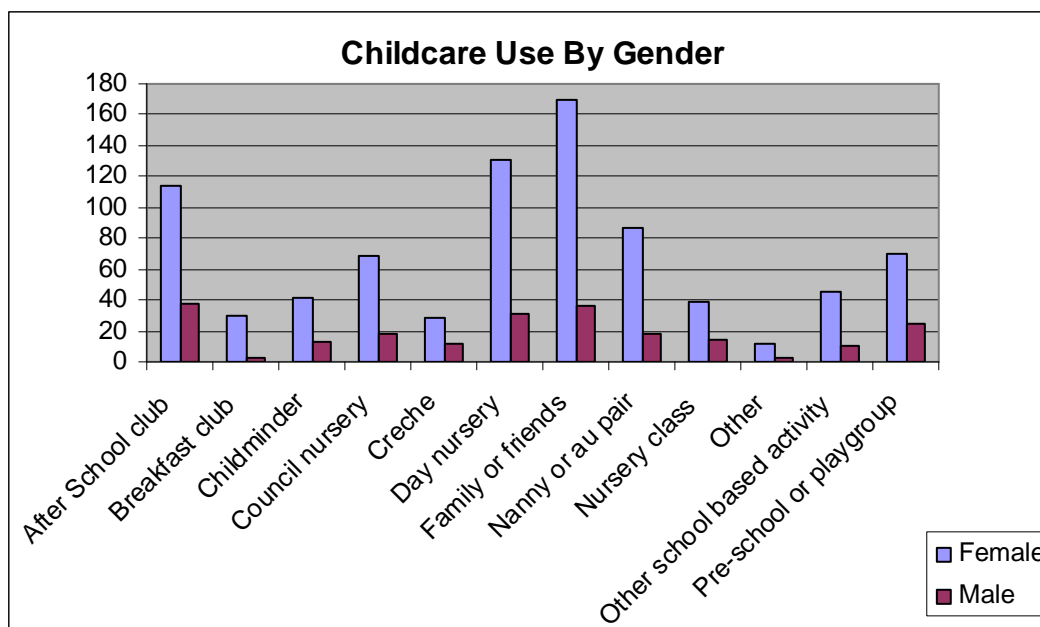
Type of Care	Average Hours of Use Per Week
After School club	5
Breakfast club	4
Childminder	15
Council nursery	18
Crèche	7
Day nursery	24
Family or friends	5
Nanny or au pair	16
Nursery class	20
Other	3
Other school based activity	8
Pre-school or playgroup	7

From the table it is possible to see that day nurseries have the longest average hours of childcare use, but this is to be expected given that this form of care is about the full day. Following this nursery classes and council nurseries had the highest average hours of use. Both after school clubs and breakfast clubs had low average hours of use, but again this would be expected given the hours for which these forms of care operate.

Childcare Use By Demographic Data

Data looking at the childcare use by demographics takes into account all the types of childcare that parents listed they used. The data showed that females had a higher use of childcare across all types of care, but this could indicate that it was females who replied to the questionnaire as they are the ones who are responsible for organising it.

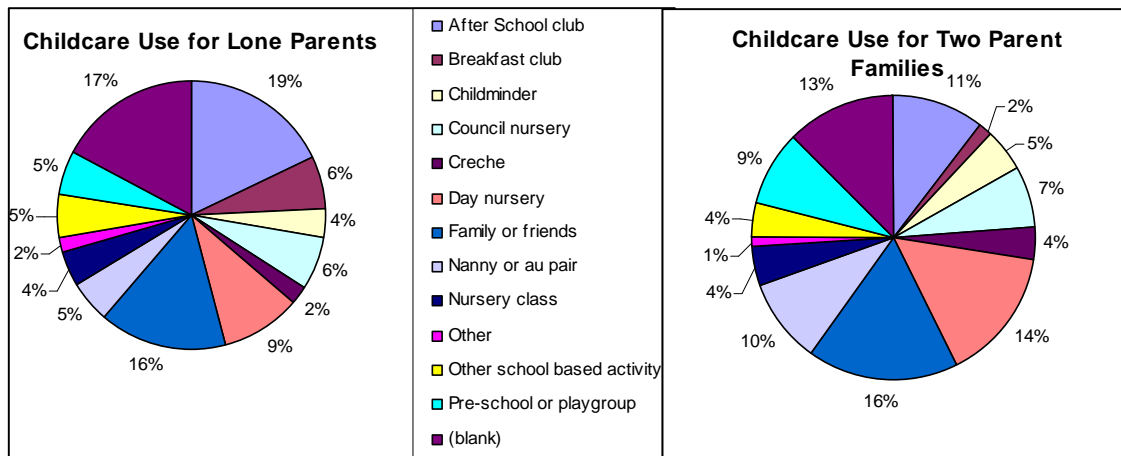
Graph of childcare use by gender:



Two parent families had a higher level of childcare use, when looking at all forms of care, with lone parents being more likely to have not cited any childcare use. When looking at just two parent families and their use of childcare it is possible to see that their highest level of use is with friends and family, followed by day nurseries, with

other and breakfast clubs having the lowest level of use. Lone parents, however, have their highest level of use at after school clubs, with a comparatively similar level of use amongst friends and family as two parent families. Lone parents also have a higher level of use of breakfast clubs and other school based activities than two parent families. Therefore childcare services that 'wrap around' the school day can be seen to have higher levels of use amongst lone parents. Conversely two parent families have a much higher use of nannies and au pairs. ('Other' as a family type has not been considered in detail due to the smaller number of responses).

Pie charts of childcare use by marital status:



When looking at childcare use by age it is possible to see that young parents (18-24)⁵ have the lowest level of use, followed parents aged between 46-55 years of age. Interestingly the use of after school care grows with age, but this could be accounted for by older parents having older children. Looking at the 18-25 year olds they appear to use care that can be associated with providing full time hours (i.e. day nurseries and childminders), however their average weekly hours of childcare use are 12, suggesting that they do not take advantage of the full hours of care that can often be available via these types of provision. Only parents aged 46-55 have a lower average weekly childcare use at 7 hours, but this could be accounted for by the higher levels of after school care. 26-35 year olds have an average weekly use of 14 hours and 36-45 year olds have an average use of 15 hours. Therefore, 36-45 year olds not only use the most childcare, but also use the longest hours on average.

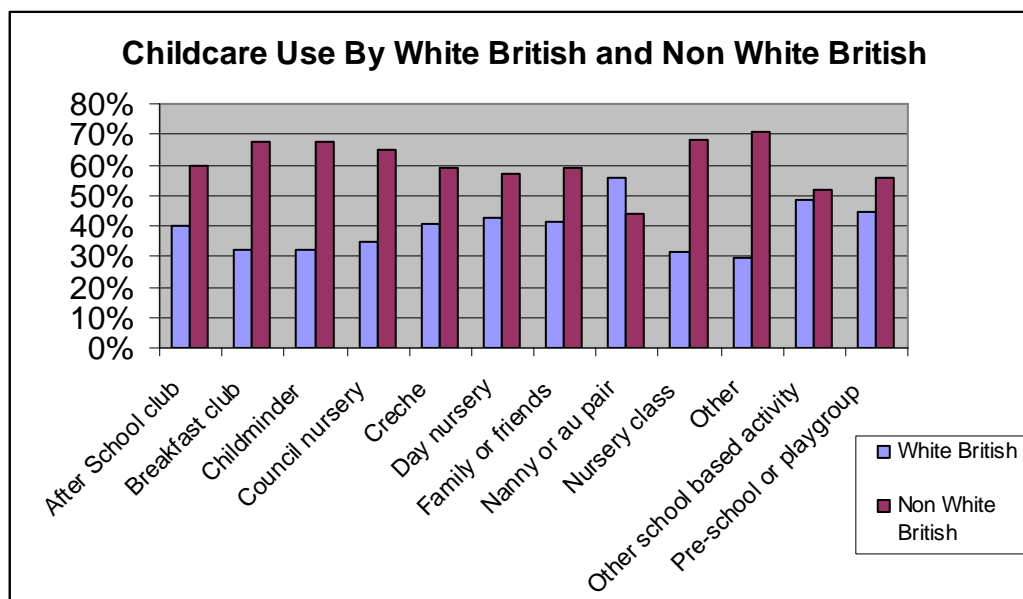
⁵ Some caution needs to be given to the 18-25 category due to the comparatively low response rate. Those under 18 and those over 55 have not been considered due to low response rates.

Table to show childcare use by age of respondent:

	18-25	26-35	36-45	46-55
After School club	3%	10%	15%	26%
Breakfast club	3%	3%	3%	1%
Childminder	8%	4%	4%	7%
Council nursery	5%	10%	6%	1%
Crèche	8%	4%	3%	3%
Day nursery	13%	16%	14%	6%
Family or friends	13%	20%	16%	19%
Nanny or au pair	0%	7%	11%	7%
Nursery class	8%	5%	4%	3%
Other	3%	0%	2%	0%
Other school based activity	0%	3%	6%	8%
Pre-school or playgroup	3%	4%	3%	0%
Blank	38%	14%	12%	18%

In looking at the childcare use by ethnicity of the child it is possible to see that that White British respondents use the most of all forms of childcare when compared to the different ethnic groups (see appendix one). However, in treating the non White British as a collective it is possible to see that the non White British dominate the use of childcare overall, as well as within the different forms of care. The exception to this is the use of nannies and au pairs.

Graph to show childcare use by ethnicity:



Parents were asked what their occupational status was. In many instances parents would refer to themselves as full time parents/carers as well as having another occupational status. This shows how, although working or studying, many parents still highly value their role as a carer. Although not wishing to undermine this, for the purpose of looking at trends in childcare use in relation to occupational status it was felt appropriate to assign parents a primary occupational status, thus prioritising their work or training over their role as a carer. The following results are therefore based on this.

Looking at childcare use by occupational status it was possible to see that those looking for work were most likely to not be using any form of care, with those working part time being the most likely to use childcare, closely followed by those working full time. When considering those who were not working, there were still a high proportion using childcare, suggesting that childcare is not just for working parents (as will be considered further later). School 'wrap around' facilities, do, however, appear to be used more by those who are working, as do the nannies or au pairs.

Table to show use of childcare by occupational status:

	Full-time parent/carer	Looking for work	Studying or training	Working 29 hours and under	Working 30+ hours
After School club	10%	5%	15%	12%	14%
Breakfast club	1%	5%	4%	2%	4%
Childminder	0%	0%	5%	6%	6%
Council nursery	6%	12%	14%	5%	7%
Crèche	4%	5%	5%	2%	3%
Day nursery	15%	29%	4%	19%	17%
Family or friends	15%	12%	13%	17%	18%
Nanny or au pair	6%	0%	4%	12%	11%
Nursery class	7%	0%	5%	4%	2%
Other	2%	0%	0%	1%	2%
Other school based activity	3%	0%	9%	5%	4%
Pre-school or playgroup	11%	12%	6%	7%	3%
(blank)	20%	21%	18%	8%	9%

However, in looking at the average hours of use between those working 30+ hours and those working 29 or under it was possible to see that those working 30+ used on average 16.5 hours of care, whilst those working under 29 hours used on average 10.6 hours of care. Therefore, although those who worked part time use more care, they used on average less hours.

In looking at childcare use by income it is possible to see that those with the lowest earnings have the lowest level of use, but that this is closely matched by those earning £40,001 to £50,000. The use of nannies or au pairs is highest amongst those who earn the most, but this can be explained by the high costs of this form of care. The use of school 'wrap around' facilities appears to be higher for those who can be classed as middle incomes earners (£20,001 to £40,000). Those working shift patterns have not been considered due to the small numbers who reported this type of work. This is also important to note as a criticism of childcare is that it has tended to support typical working hours of 9-5, which does not meet the needs of shift workers. However, this survey would suggest that there is not many shift workers in Camden and that there is, therefore, very little need for a-typical hours of childcare provision. Further detail of parental satisfaction with the hours of care is considered under meeting needs⁶.

⁶ Camden does contain three major hospitals, suggesting that there could be a larger number of shift workers in the borough than was captured in the questionnaire. Therefore, further work focussing on shift workers could be considered for the future.

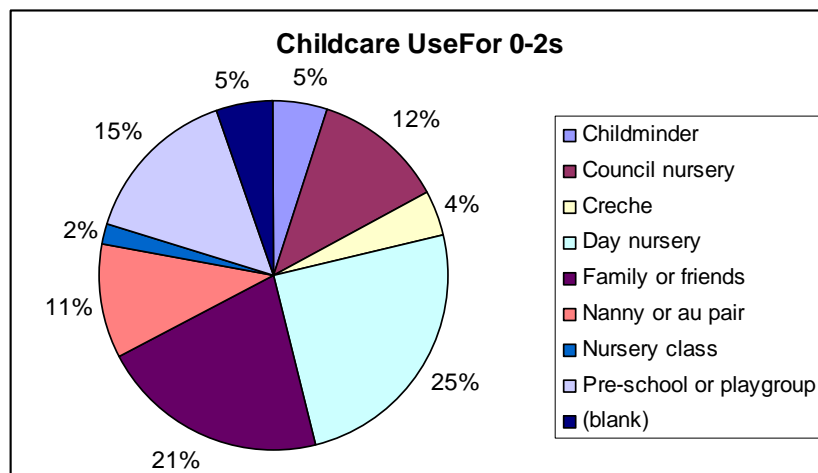
Table to show childcare use household income:

	£0 to £10,000	£10,001 to £20,000	£20,001 to £30,000	£30,001 to £40,000	£40,001 to £50,000	Over £50,001
After School club	12%	12%	20%	14%	12%	9%
Breakfast club	3%	8%	4%	1%	0%	2%
Childminder	4%	8%	4%	3%	8%	4%
Council nursery	10%	8%	10%	4%	4%	6%
Crèche	2%	7%	1%	5%	1%	4%
Day nursery	7%	12%	12%	14%	13%	19%
Family or friends	14%	18%	18%	18%	18%	17%
Nanny or au pair	3%	1%	3%	9%	4%	18%
Nursery class	6%	1%	4%	4%	3%	4%
Other	2%	1%	4%	2%	0%	1%
Other school based activity	4%	6%	4%	8%	6%	3%
Pre-school or playgroup	7%	8%	7%	9%	7%	7%
Blank	26%	10%	11%	9%	25%	7%

Childcare Use by Childs Age

The use of all forms of childcare listed for those aged 0-2⁷ was as follows:

Pie chart to show childcare use for under two:

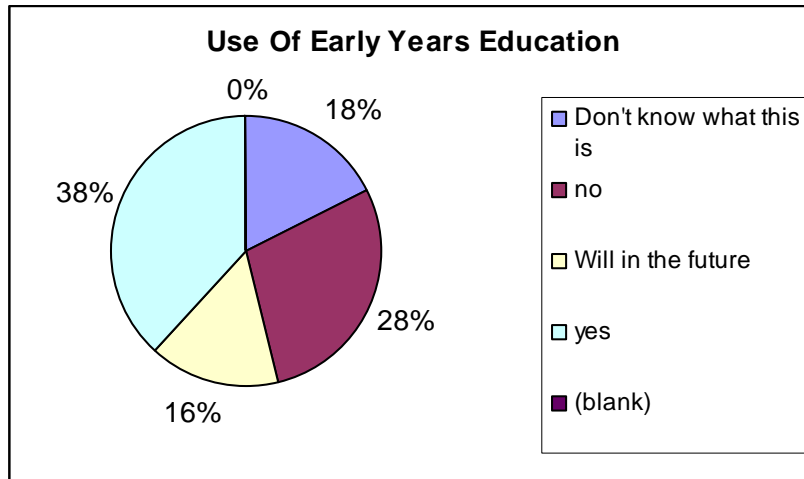


The above pie chart shows that day nurseries, followed by friends and family are the most commonly used for this age group. Nursery classes were the least used (excluding school wrap around facilities that were not used at all, probably because they do not cater for these age groups).

The below pie chart shows the percentage of parents who used early years education.

⁷ Total number of 0-2 year olds = 191

Pie chart to show the use of early years education:

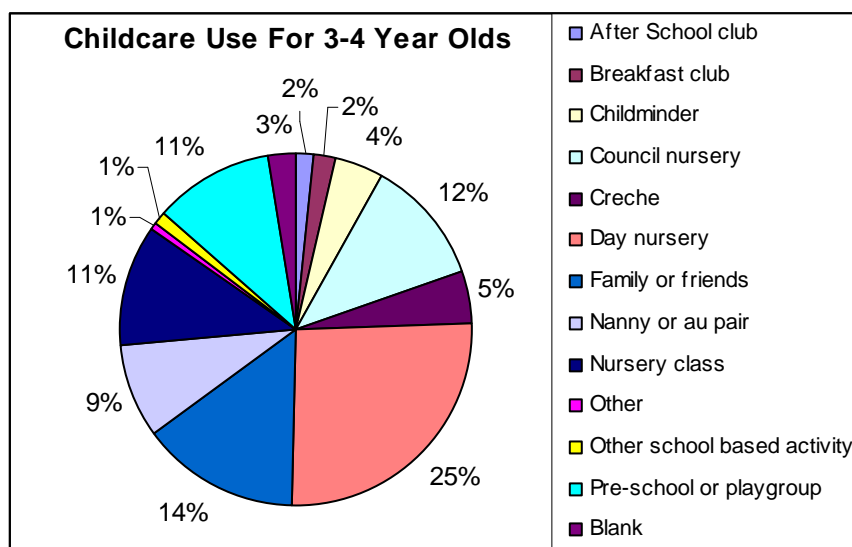


Of those who said they used early years education 38% had a three year old and 26% had a four year old, suggesting that the others had used this form of care in the past. Of the 84 parents who said that they did not know what this form of care was, 23 had a three year old and 14 had a four year old. However, their use of childcare showed that 11 were using a council nursery and five were using a nursery class (with the others using childminders and day nurseries). As day nurseries can provide early years education the suggestion is that it is only the few who are using childminders who are not accessing their entitlement.

Based on the 117 responses that had a three or a four year old and answered yes to using free early years education, 51% used this form of care in conjunction with others forms of care from ad hoc use of friends and family to the use of formally registered childcare five days a week.

In looking at all three and four year olds⁸ the following childcare use can be identifies:

Pie chart to show the use of childcare for three and four year olds:

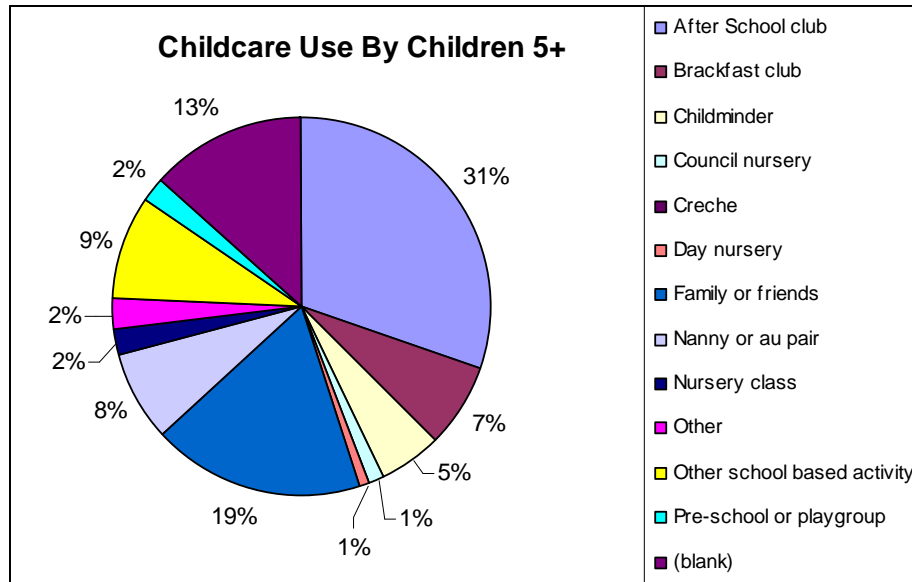


⁸ Based on 223 children.

However, within the use of childcare by three and four year olds it is easy to see how it is largely shaped by forms of provision associated with the provision of early years education, such as nurseries and full day care.

The use of all forms of childcare for those with children aged 5+⁹ is as follows:

Pie chart to show the use of childcare for those aged five plus:



The pie chart shows that after school clubs were the most commonly used form of care, followed by friends and family. It was anticipated that after school care would have a high level of use amongst this group given the children's age and the need for this form of care if a parent wished to work full time.

The lowest forms of use were found amongst forms of care that more commonly catered for younger children, such as council nurseries, nursery classes and pre-schools. Where parents responded that they used care that is for younger children, such as council nurseries¹⁰, day nurseries, pre-schools or playgroups and nursery classes, there must be an assumption that this was a past form of care or there was some confusion as to what the care they are using is classified as. This is because it is not possible for these forms of care to be used by children aged five plus. When looking at the age of the child where these forms of care had been listed, age five was the most common.

The use of full day care is also low, but can be explained by children being in school and therefore not needing full day care. The use of other school based activities is interesting as it suggests that some parents use things such as netball and football clubs to meet their requirements. This is explored further in the focus group data.

Further, in considering the 33% who used a playscheme (as discussed earlier), 55% of these were in relation to children aged five plus and 11% were for those aged four. Holiday playschemes are rare for children aged under four. However, parents were not asked to specify which child was using the holiday playscheme, so where it appears to

⁹ Based on 314 children.

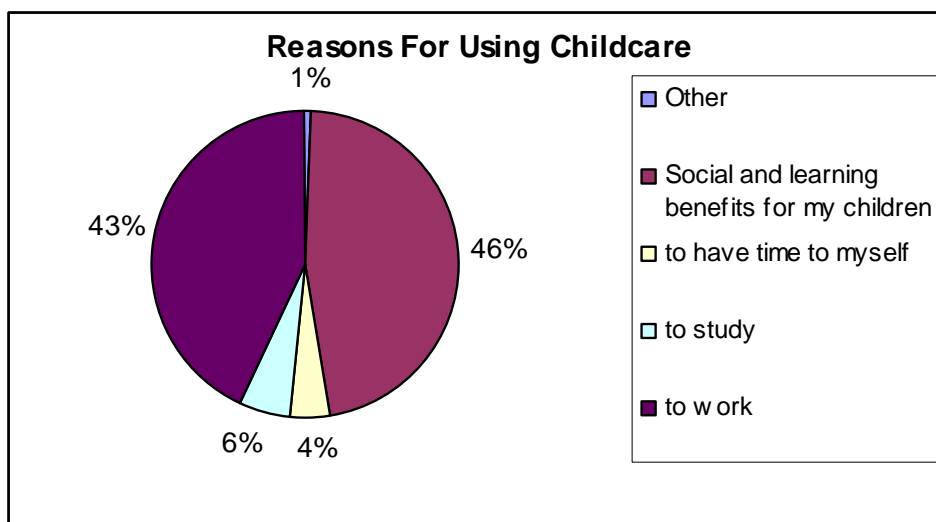
¹⁰ It is possible that a council nursery in relation to children aged 5+ is referring to Children's Centres offering playschemes, but this would need exploring further.

relate to a child under four is more likely to be explained by it relating to an older sibling.

Reasons For Using Care¹¹

When considering reasons for using care, the most cited was the social and learning benefits for children.

Pie chart to show reasons for using childcare:



There is a higher proportion of those who cite having time to themselves using school ‘wrap’ around facilities when compared to the other reasons for use. The use of pre-schools, council nurseries and nursery classes is not exclusively focussed on the needs of the child, with these forms of care also being commonly used in order for the parent or carer to access training. Childminders were associated with all four reasons for use (1. social and learning benefits for the child, 2. having time to myself, 3. to study and 4. to work) fairly evenly, whilst day nursery use was associated with social and learning benefits, having time to myself and working, but not so much for studying.

Table to show reasons for using childcare by type of care:

	Social and learning benefits for my children	to have time to myself	to study	to work
After School club	10%	17%	9%	15%
Breakfast club	2%	9%	4%	3%
Childminder	4%	3%	5%	5%
Council nursery	10%	2%	16%	5%
Crèche	4%	0%	9%	3%
Day nursery	13%	14%	5%	15%
Family or friends	17%	15%	7%	17%
Nanny or au pair	4%	14%	0%	13%
Nursery class	5%	5%	5%	3%
Other	1%	2%	0%	1%
Other school based activity	4%	3%	2%	6%
Pre-school or playgroup	11%	9%	7%	4%
Blank	14%	9%	30%	10%

¹¹ Based on 518 responses.

When looking at reasons for using childcare by the child's age it is possible to see that those who have younger children are slightly more likely to use it for the social and learning benefits for the child, whilst those with older children are slightly more likely to use it to work.

Table to show reasons for using childcare by age of child:

	Social and learning benefits for my children	to have time to myself	to study	to work
Child aged 0-4	50%	5%	6%	39%
Child aged 5+	40%	7%	5%	48%

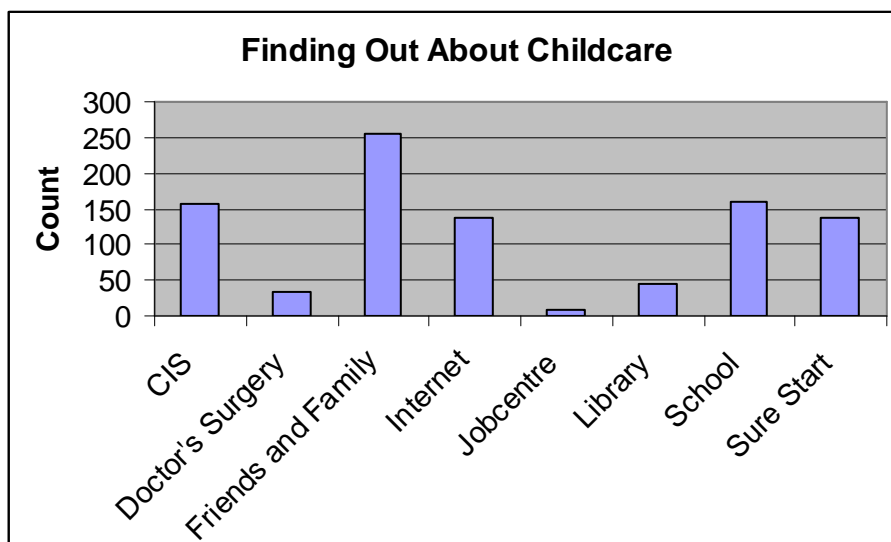
Use of Friends and Family

As seen earlier, 18% of respondents used friends and family. Seven parents solely used this form of care, with all others using it in conjunction with other forms of care. The average use of this form of care was 5 hours a week, which compares to 12 hours when looking at all forms of care. Some parents wrote in the section for hours that they used this form of care as needed and that it was often not set hours each week. This suggests that this is not a form of care that people rely on.

Finding Out About Childcare

The most common way to find out about childcare was through friends and family, with the CIS, schools, the internet and Sure Start just after. Doctor's surgeries, libraries and jobcentres did not appear to be very common ways of finding out about childcare.

Graph to show how parents find out about childcare:

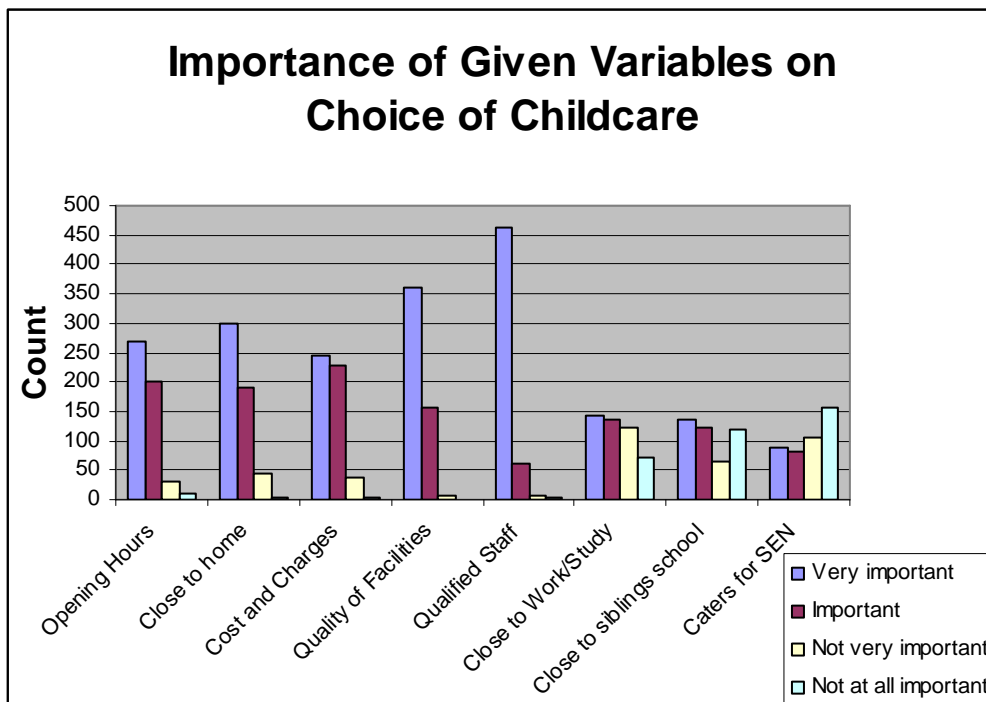


Indicators of What Parents Look for in Childcare

Considering what parents look for when choosing childcare it is possible to see that qualified staff is seen to be the most important, followed by the quality of the facilities and the care being close to the home. Catering for SEN is considered to be the least important, but this could be accounted for by the earlier finding that only 12% of respondents identified having a child with a disability (inclusive of SEN). Of those who had a child with a disability 48% said that catering for SEN was important. For those who did not see catering for SEN as important the type of disability that their child had varied. Where details of the disability were provided it was possible to see that it included speech difficulties, allergies and the need for extra supervision.

Given the relationship between childcare use and employment it is interesting to note that having care facilities close to the place of employment is not considered that important in comparison to other factors. Although there is a need to ensure that childcare caters for those working in the borough, there is a suggestion that the proximity to one's home is more important. Thus, with the exception of those who live on the border of Camden, one could anticipate that Camden is catering for those living in the borough and not those working in the borough. It is also interesting to note that having the facilities close to the siblings school is also not seen as being that important, given the emphasis on 'wrap around' school facilities a closer relationship to schools would have been anticipated. Further, given the emphasis placed on the cost of childcare in the National Childcare Strategy it is interesting to note that cost did not receive a higher proportion of parents saying it was a very important factor in determining choice of childcare.

Graph to show what parents site as important when choosing childcare:



Cost

The average cost of childcare was £121.60 for those in the questionnaire.

Parents were also asked what they would do if their cost of childcare rose by £20 a week.

Table to show parental reactions to an increase in childcare costs:

What they would do if cost rose by £20 a week	%
Carry on using <i>your</i> existing childcare	52
Look for alternative care	12
Reduce number of hours/days of childcare	22
Stop using existing childcare	7
Work extra hours	7

As can be seen most respondents would carry on using their current childcare, further providing evidence that the cost of care is not the only factor influencing the use of care. However, there is still nearly a quarter who would reduce the amount of care they were using.

In looking at what parents would do if costs rose by £20 a week in relation to their reasons for using childcare it is possible to see that of those who use it for work, over half would carry on using their existing arrangements, with this also being true of those who use care for the social and learning benefits and being just under half for those who use the care to have time to themselves. It is amongst those who study that there is the greatest influence on their use of care if costs rise as they cite reducing hours or stop using childcare as their actions. This has important implications given the policy focus on supporting and developing training in the UK (see HM Treasury, 2006).

Table to show parental reactions to an increase in childcare costs by reasons for using childcare:

If £ 20/week increase in costs, would you?	Social and learning benefits for my children	to have time to myself	to study	to work
Carry on using your existing childcare	53%	46%	22%	55%
Look for alternative care	13%	0%	0%	13%
Reduce number of hours/days of childcare	27%	42%	37%	14%
Stop using existing childcare	5%	4%	26%	7%
Work extra hours	2%	8%	15%	11%
Grand Total	100 %	100 %	100 %	100 %

In looking at actions taken to a rise in childcare costs by occupational status it is possible to see that amongst all statuses, most would carry on using their care. However, again those studying have quite a high proportion that would reduce the hours of care that they use as would those who are full time parents/carers.

Table to show parental reactions to an increase in childcare costs by occupational status:

If £ 20/week increase in costs, would you?	Full-time parent /carer	Looking for work	Other	Studying or training	Working 29 hours and under	Working 30+ hours	Working shifts
Carry on using your existing childcare	45%	50%	20%	39%	58%	59%	50%
Look for alternative care	9%	18%	20%	7%	10%	15%	33%
Reduce number of hours/days of childcare	38%	0%	20%	36%	17%	16%	0%
Stop using existing childcare	7%	23%	0%	13%	4%	4%	0%
Work extra hours	1%	9%	40%	5%	11%	5%	16%
If £ 20/week increase in costs, would you?	£0 to £ 10,000	£10,001 to £20,000	£20,001 to £30,000	£30,001 to £40,000	£40,001 to £50,000	Over £50,001	
Carry on using your existing childcare	26%	40%	40%	52%	48%	72%	
Look for alternative care	23%	19%	12%	12%	10%	7%	
Reduce number of hours/days of childcare	29%	25%	26%	20%	29%	15%	
Stop using existing childcare	17%	11%	7%	4%	2%	2%	
Work extra hours	6%	5%	15%	11%	10%	4%	

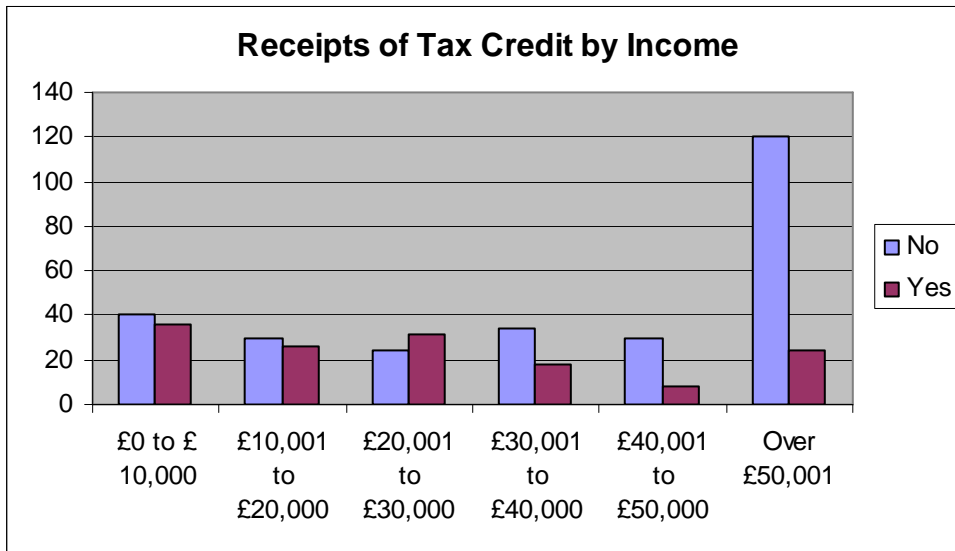
Table to show parental reactions to an increase in childcare costs by household income:

In considering what parents would do in relation to their earnings it is possible to see that those in the highest income bracket are most likely to carry on using their existing childcare. Those in the lowest income bracket have more of an even split between the different options of what they would do if costs rose. The suggestion is that it is the level of income, especially when low, that creates more variation in parental reactions than working status or reason for use.

Tax Credits

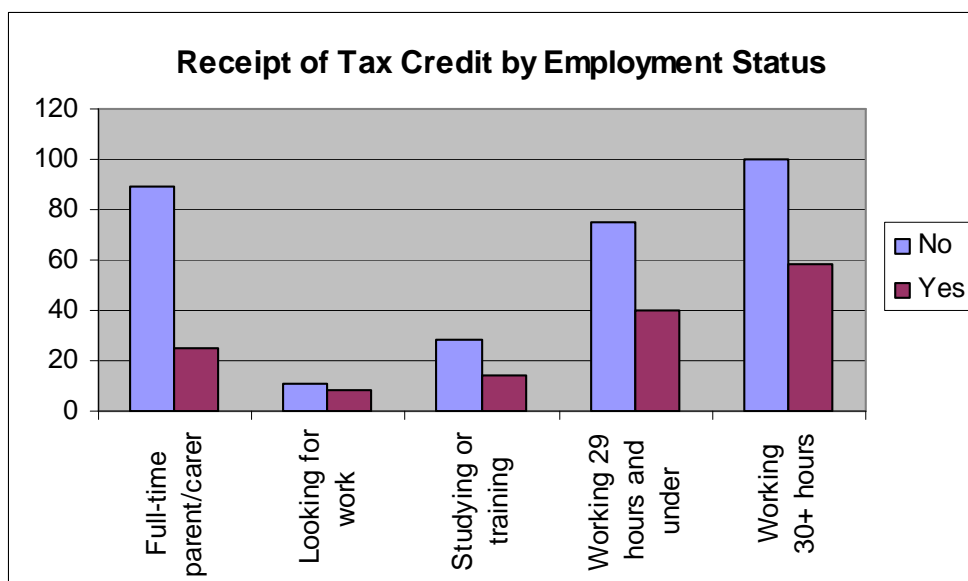
Thirty five percent of parents said that they used tax credits. For those who did not use tax credits there was a suggestion that some did not receive them due to their income being too high. However, in considering the chart below there is a suggestion that those in the two lowest income brackets might be missing out on their entitlement as level of receipt of tax credits is low amongst these parents.

Graph to show the receipt of tax credit:



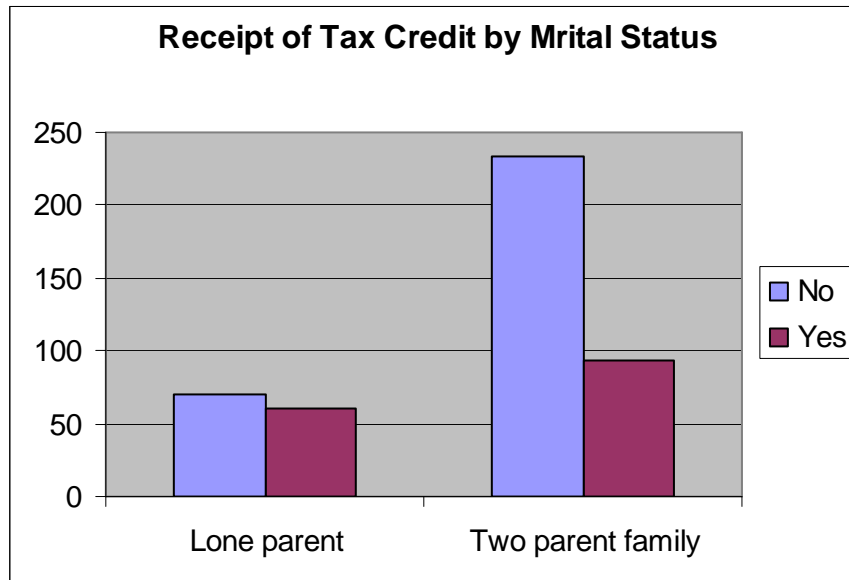
Further analysis suggests that some of those who are not accessing tax credits are not working and therefore might not be entitled to the working element of the tax credits. However, there does appear to be high proportion of those who are working either under 29 hours or over 30 hours who are not accessing tax credits, suggesting that some parents could be missing out on their entitlement.

Graph to show the receipt of tax credit by employment status:



Looking at the receipt of tax credit in relation to marital status it is evident that it is two parent families who are more likely to not be accessing the tax credits. This could be evidence of the impact of two incomes in a household raising them above the tax credit threshold.

Graph to show the receipt of tax credit by marital status:



Does It Meet Their Needs and Future Childcare Use

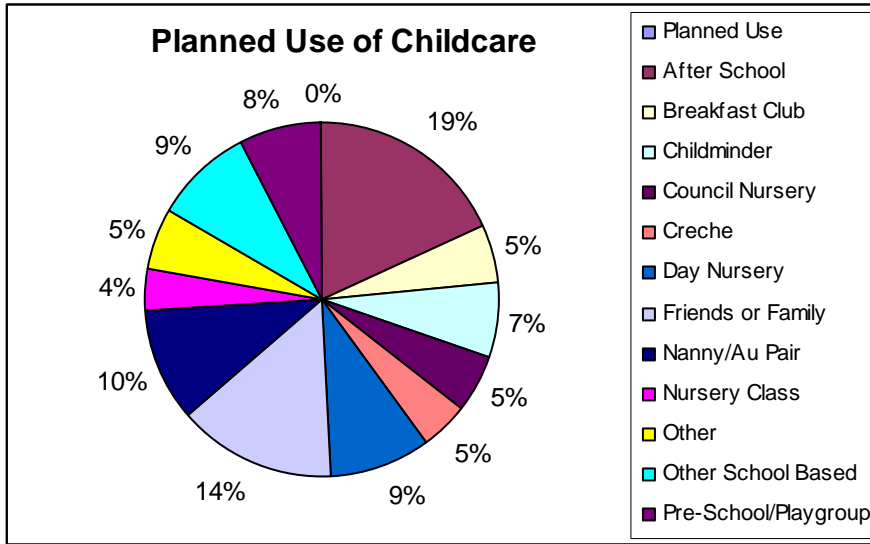
Parents were asked whether their current childcare arrangements met their needs. Of those who responded (N=474), 78% said that their childcare needs were met. When considering where children were aged four or under 76% said their childcare needs were being met. For those with children five and over 65% said their needs were being met.

Of those who said their needs were not met parents reported various reasons why, but there were some common themes: The biggest problem was the cost. When looking at all respondents cost did not appear to influence the use of care. However, for those who felt that their needs were not being met, cost did appear to be an issue. Therefore, cost is more of an issue where needs are not met. Other issues included finding suitable hours or being dissatisfied with the hours on offer. Parents felt there were not enough available hours for the work week, so they could not work full-time. Many parents suggested extending breakfast clubs and after school clubs, so that they begin earlier and end later respectively. Furthermore, parents needed more flexibility with childcare options and were discouraged to use services when they could not sign up just for the time they needed. Many services required that children were signed up for a whole week or a certain amount of days, and this does not always fit parents' needs. There was also a lack of childcare available at atypical times according to those who felt their needs were not met, but in looking at the sample as a whole the number of shift workers suggests that this is a small proportion of parents.

In considering planned use for childcare¹² it is possible to see that after school care has the highest planned use.

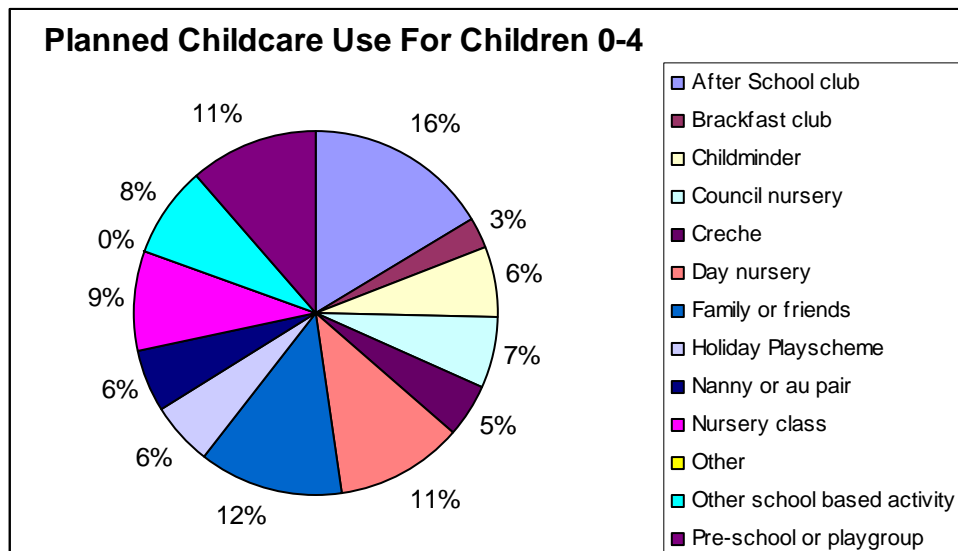
Pie chart to show planned childcare use:

¹² Parents were asked to indicate which childcare they planned to use in the next year if they were not currently using and care. Therefore, these responses need to be considered in relation to the availability of care. However, it is also worth noting that many parents who were already using care responded to this question (70%), suggesting that their needs were not being met.



In looking at those aged 0-4 the planned childcare use was as follows:

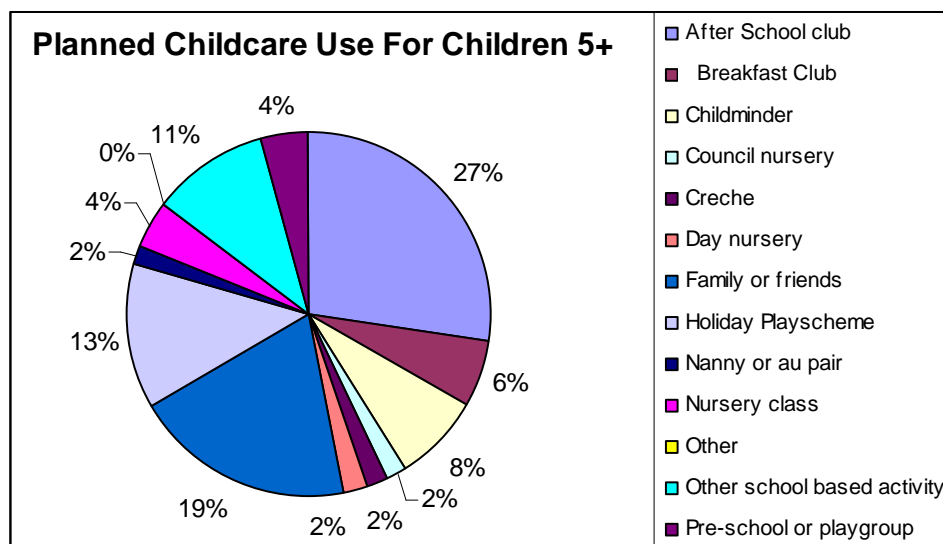
Pie chart to show planned childcare use for those aged under four:



This pie chart suggests that many parents are beginning to think about the need for after school care before their children reach statutory school age, with most who gave this response having four year olds. However, there were some who had two and three year olds.

For those aged 5+ the planned childcare use was:

Pie chart to show planned childcare use for those aged five plus:



The largest demand was for after school clubs, with there also being a high demand for holiday playschemes. However, it is important to note that this was not a universal demand, with more localised demand being considered later.

Where parents have indicated that they would like to use council nurseries¹³, crèches, day nurseries, preschools or playgroups or nursery classes it should be noted that these forms of care do not cater for those aged over five. This would suggest that there is

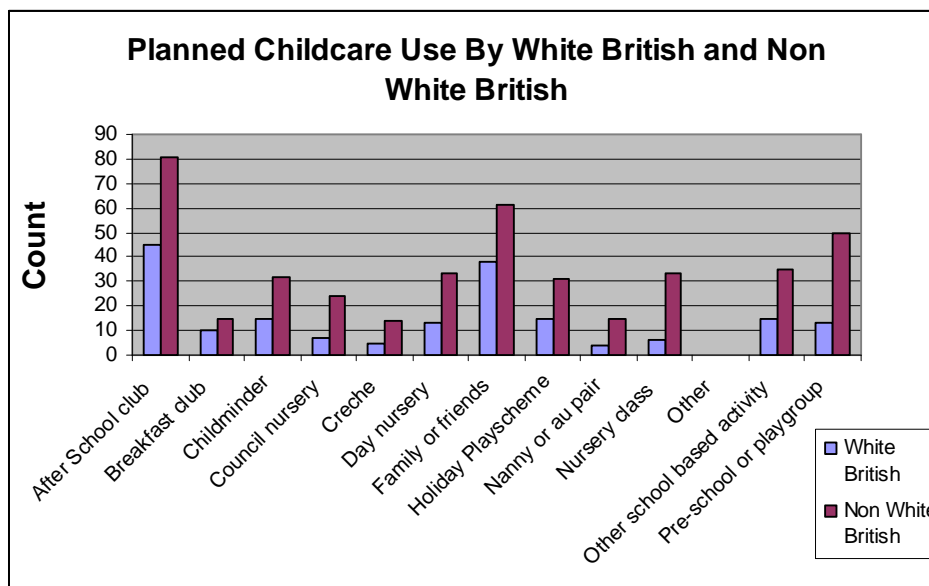
¹³ It is possible that a council nursery in relation to children aged 5+ is referring to Children's Centres offering playschemes, but this would need exploring further.

some confusion over who these forms of care cater for or that parents would like these forms of care to be available for older children. Either way, further exploration would be needed and the results for these forms of care presented here should be treated with caution.

Both age groups have a high number citing friends and family under planned use, but this is beyond the remit of Camden Children, Schools and Families. Although this would suggest that it is not necessary to have one childcare place for every child, many respondents selected this option in conjunction with one or two others.

The planned use of specific demographics has also been considered. Looking at the count of the planned used by those who are White British and those who are non White British it is possible to see that those who are non White British have a higher rate of planned use. This will be slightly distorted by the slightly higher numbers of non White British parents (59%), but even when looking at the planned use by non White British parents as a percentage of the total planned use of each form of care it is possible to see that they have higher levels of planned use (see appendix two). This follows the trend found earlier whereby non White British parents had higher levels of childcare use.

Graph to show planned childcare use by ethnicity:



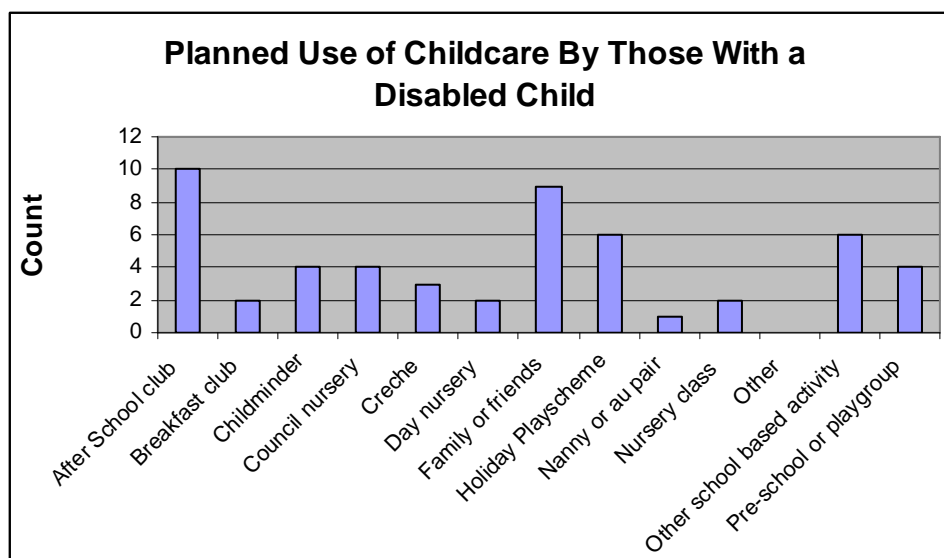
In looking at the planned use for childcare within the different income brackets it is possible to see that amongst those earning under £10,000 the highest demand is for after school care, as it is for those earning £10,001-£20,000, £20,001-£30,000 and £40,001-£50,000. For those earning £30,001-£40,000 the highest demand is for childminders, whilst for those earning over £50,000 the highest demand is for friends and family, followed by day nurseries.

Table to show planned childcare use by household income:

	£0 to £10,000	£10,001 to £20,000	£20,001 to £30,000	£30,001 to £40,000	£40,001 to £50,000	Over £50,001
After School club	20%	26%	19%	12%	31%	14%
Breakfast club	2%	6%	6%	0%	0%	2%
Childminder	6%	9%	12%	27%	10%	2%
Council nursery	11%	6%	7%	5%	3%	1%
Crèche	4%	1%	9%	0%	0%	6%
Day nursery	6%	3%	9%	17%	7%	15%
Family or friends	15%	19%	16%	2%	24%	17%
Holiday playscheme	6%	6%	12%	17%	0%	5%
Nanny or au pair	0%	0%	1%	15%	7%	8%
Nursery class	10%	10%	1%	0%	0%	8%
Other school based activity	8%	6%	4%	5%	14%	12%
Pre-school or playgroup	13%	10%	1%	0%	3%	12%

Looking at those with disabled children (N=52) it is possible to see the following demand for childcare:

Graph to show planned childcare use where a child is disabled:



The graph shows the count of the responses of parents planned use of childcare. What this highlights is that all parents cited more than one type of care under planned use. The most commonly cited was that of after school care, followed by friends and family.

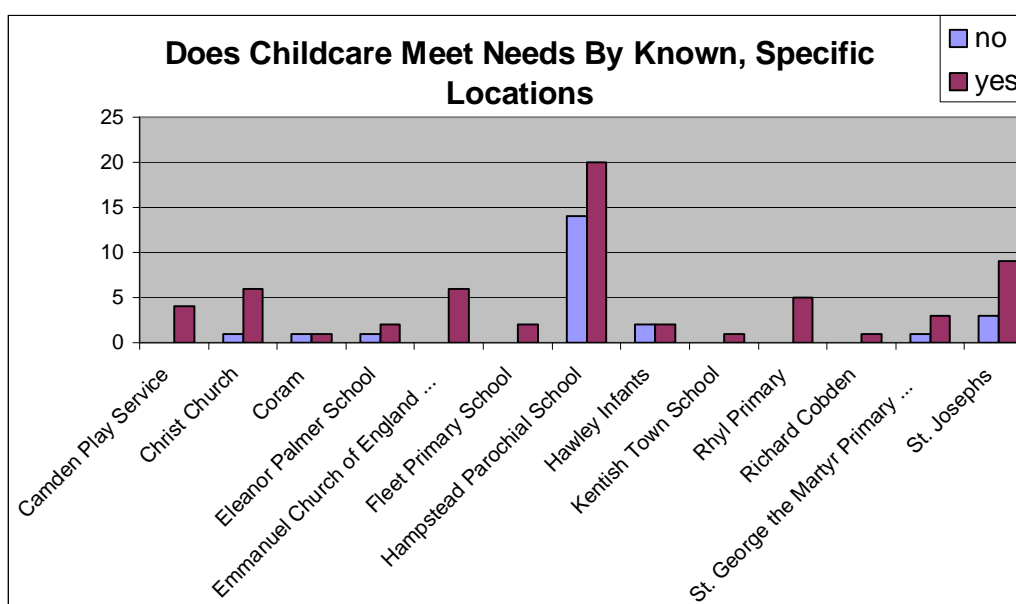
Looking at the demand for those in couples and lone parents families it was possible to see when looking at the lone parents that their highest level of demand is for after school clubs, whilst for two parent families it is for friends and family, closely followed by after school clubs.

Table to show planned childcare use by marital status:

	Lone parent	Two parent family
After School club	25%	17%
Breakfast club	5%	3%
Childminder	10%	7%
Council nursery	5%	6%
Crèche	2%	3%
Day nursery	6%	10%
Family or friends	14%	18%
Holiday playscheme	7%	7%
Nanny or au pair	1%	3%
Nursery class	9%	6%
Other school based activity	8%	9%
Pre-school or playgroup	8%	10%

Considering needs in relation to specific schools it was possible to see that, as with the overall findings, parents were more likely to feel that their current arrangements met their needs.

Graph to show if childcare needs are met where location is known:

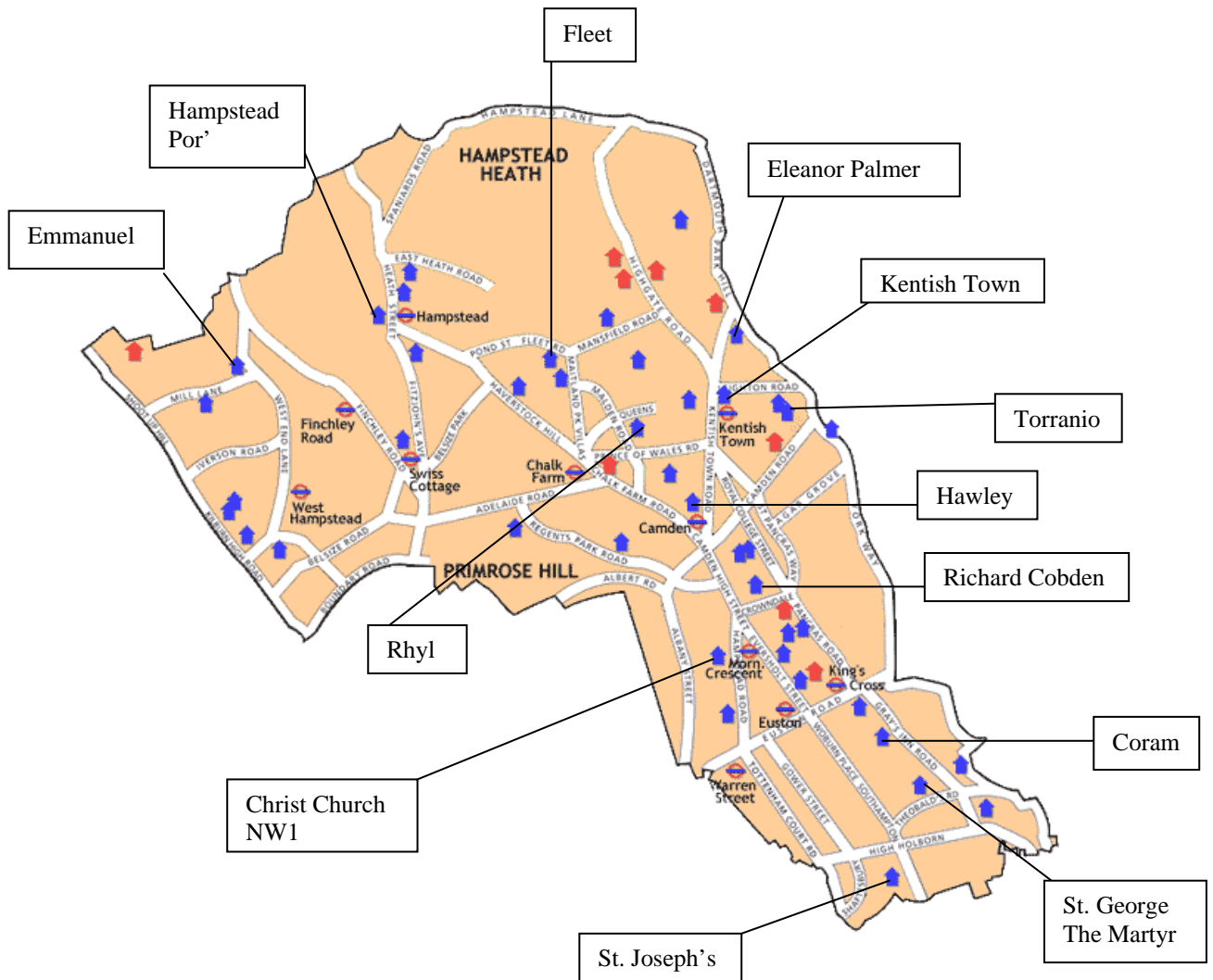


However, in looking at the figures it must be appreciated that numbers are small, which is why the overall count is given as opposed to the percentage as a percentage would distort the figures. Below is a map of Camden schools to help provide more context as to where need is not being met. In total there are 42 mainstream primaries and three special schools in Camden, so not all schools are represented in the survey. For those responses related to schools that are towards the boundaries of Camden it must be borne in mind that parents could be accessing childcare from other boroughs and that this is meeting their needs, or that other boroughs could have a role in supporting unmet need in the future.

For example, a separate piece of research at St. Mary's School found that there are some parents who are paying a childminder to take their children to an after school club in the

neighbouring borough of Brent, as, at present, St. Mary's is not linked to an after school club in Camden. This small piece of research also found that there was a demand for an after school club at this school (see appendix three).

Map of Camden Schools



Data based on postcode provides more accurate levels of satisfaction as there are higher responses rates. Based on the postcodes of individual questionnaires that have larger responses (N=40+), the table below provides geographical data on childcare meeting parent's needs.

Table to show where childcare needs are met in relation to geographical areas:

Post-code	Areas Covered	Number of Responses	% who say childcare meets needs
NW1	Kings Cross / Somers Town / Camden Town / Primrose Hill / Regents Park	68	77
NW3	Hampstead / Belsize Park / Swiss Cottage / Gospel Oak	75	73
NW5	Gospel Oak / Kentish Town / Queens Crescent	72	84
NW6	Kilburn / West Hampstead	85	82
WC1	Bloomsbury / Fitzrovia	46	78

Breaking down levels of satisfaction by age group for the areas identified above, it is possible to see that satisfaction is lower where children are aged over five, with only NW3 being an exception to this.

Graph to show where childcare needs are met in relation to geographical areas and child's age:

	% of those with children aged 0-4 who say their needs are met	% of those with children aged 5+ who say their needs are met
NW1	72	64
NW3	73	74
NW5	86	59
NW6	77	63
WC1	86	78

Although more parents are happy that their current childcare meets their needs, it is still important to consider their planned childcare use as this provides an indication of desired use by those where childcare needs are not met and an indication of where parents might be planning to change their childcare use. Looking at all the responses it is possible to see that the highest levels of planned use are in relation to school 'wrap around' services. There is also a high proportion who states that they plan to use friends and family, which is obviously beyond the influence of the Camden Children, Schools and Families, as is the use of nannies and au-pairs. It is, therefore, in the provision of school 'wrap around' facilities that Camden has the greatest role to play.

The table below gives the planned childcare use (in percent) for the areas that were identified earlier. As can be seen in the table, most parents did not give a response as to their planned childcare use. This may indicate that they have no plans to change or that they do not know what future childcare use they may have. However, responses that were over 10% have been marked in bold as these can be regarded as priorities for future childcare planning.

NW3 has been marked in red as it is this area that had the lowest level of parents saying that childcare met their needs.

Table to show planned childcare use by geographical areas:

	After School club	Break -fast club	Child-minder	Council nursery	Crèche	Day nursery	Family or friends	Holiday play scheme	Nanny or au pair	Nursery class	Other school based activity	Pre-school or play-group	Blank
NW1	9	0	7	5	2	2	9	3	2	5	3	7	45
NW3	9	1	3	3	3	3	7	3	2	1	7	6	55
NW5	14	2	2	4	2	2	8	4	2	6	4	4	48
NW6	7	2	4	4	4	9	8	3	1	3	2	7	48
WC1	12	3	3	3	2	6	9	3	0	4	6	3	46

Given that those with school aged children were less satisfied with their childcare use it is not surprising to see that after school clubs have higher levels of demand.

Ward Analysis

The ward analysis should be treated with some caution as response rates are significantly reduced due to incomplete postcodes or inaccurate postcodes. There are 365 responses with accurate postcode data, therefore the response rates per ward are low (a table of the number of responses is available in appendix four).

The table below gives the percentage of the types of childcare used by each ward. Those types of childcare that were found to have higher levels of use are reflected here within the individual wards. In particular:

- Canteloves contains a high number of parents using after school care.
- Swiss Cottage has a low level of after school use.
- Kings Cross has a high level of use of council nurseries.
- Belsize, Canteloves and Hampstead Heath have no council nursery use.
- Belsize and Bloomsbury have a high level of use of day nurseries.
- Bloomsbury has a high level of friends and family childcare use, with Belsize having a low level of use of this form of care.
- Belsize has a high level of use of nannies.

Where levels of use look to be particularly low, this should be looked at in relation to the overall provision of the type of care in the ward.

Table to show current use by ward:

All Figures are a % of the total ward	After School club	Breakfast club	Childminder	Council nursery	Crèche	Day nursery	Family or friends	Nanny or au pair	Nursery class	Other	Other school based activity	Pre-school or playgroup
Belsize	6	0	0	0	0	38	6	38	6	6	0	0
Bloomsbury	17	0	0	17	0	33	33	0	0	0	0	0
Camden Town with Primrose Hill	11	4	4	7	0	26	19	15	4	0	4	7
Cantelowes	33	8	0	0	0	0	17	0	0	0	17	25
Fortune Green	17	3	7	10	7	3	21	7	7	0	7	10
Frognal and Fitzjohns	21	4	4	0	0	13	13	17	4	0	17	8
Gospel Oak	27	2	4	9	4	13	13	9	7	4	4	2
Hampstead Town	7	0	0	0	0	36	21	21	0	0	0	14
Haverstock	26	4	6	9	2	9	20	4	4	0	6	11
Highgate	20	0	0	10	3	27	17	17	3	0	0	3
Holborn and Covent Garden	15	0	5	5	10	25	15	5	5	10	0	5
Kentish Town	17	4	0	13	0	25	21	0	4	0	13	4
Kilburn	7	7	7	16	9	21	14	5	0	0	2	12
King's Cross	9	9	0	27	0	27	9	0	0	0	9	9
Regent's Park	12	0	8	19	8	8	19	8	15	0	0	4
St Pancras and Somers Town	20	7	0	13	0	20	13	0	13	0	0	13
Swiss Cottage	3	0	6	16	6	19	22	13	0	0	0	16
West Hampstead	13	4	9	7	2	18	24	9	2	0	0	11
Total	16	3	4	10	4	18	18	9	4	1	4	9

In considering whether current childcare arrangements meet needs it can be seen that in Cantelowes over half say their needs are not met. Reasons given in Cantelowes as to why their needs were not met included:

- *The after school care finishes earlier than is convenient (5:45) for me to collect on time, and I have to make complicated arrangements.*
- *I struggle during holidays, particularly summer holidays. My 8 year old doesn't like going to playschemes, so I use it as sparingly as possible- it is a worry every year.*
- *Extremely expensive*
- *Relying on family/friends is stressful*

It should be noted that no details were provided as to why needs were not being met for those with children under five in Cantelowes. However, most of the parents in this ward who responded to the questionnaire had school aged children. (Details of the average age of the respondents by ward can be found in appendix four).

Frognal and Fitzjohns and Fortune Green also show poor satisfaction levels with current use of care. In contrast, Hampstead Town and Highgate show higher level of satisfaction, but this should not obscure those who said their needs were not being met in these wards.

Table to show satisfaction with use by ward:

Ward	No	Yes
Belsize	17%	83%
Bloomsbury	17%	83%
Camden Town with Primrose Hill	13%	88%
Cantelowes	56%	44%
Fortune Green	29%	71%
Frognal and Fitzjohns	31%	69%
Gospel Oak	27%	73%
Hampstead Town	9%	91%
Haverstock	19%	81%
Highgate	10%	90%
Holborn and Covent Garden	23%	77%
Kentish Town	13%	88%
Kilburn	12%	88%
King's Cross	22%	78%
Regent's Park	19%	81%
St Pancras and Somers Town	27%	73%
Swiss Cottage	25%	75%
West Hampstead	17%	83%

The planned use for childcare is shown as a percentage of the wards planned use in the table below. The table shows that there is an overall demand for after school care facilities, with the significant exceptions of Frognal and Fitzjohns and Kentish Town. Interestingly the demand for breakfast clubs is not as high, with only Bloomsbury

having a planned use of more than 10%. Demand for childminders, although relatively low overall, can be seen to be quite high for Hampstead Town and Kings Cross.

Considering that Cantelowes, Fortune Green, Frognal and Fitzjohns, Gospel Oak and Swiss Cottage had high numbers of parents saying their childcare needs are not met it is worth noting which types of care have the highest rate of planned use for these wards:

Cantelowes = After school care

Fortune Green = Friends and family

Frognal and Fitzjohns = Day nursery

Gospel Oak = After school care

Swiss Cottage = Day nursery

Table to show planned use by ward:

All Figures are a % of the total ward	After School club	Breakfast club	Childminder	Council nursery	Crèche	Day nursery	Family or friends	Holiday play scheme	nanny or au pair	Nursery class	Other school based activity	Pre-school or playgroup
Belsize	22	0	11	22	0	0	11	0	0	0	11	22
Bloomsbury	25	13	0	0	0	0	25	0	0	13	25	0
Camden Town with Primrose Hill	20	0	0	0	0	0	0	20	0	20	40	0
Cantelowes	21	0	0	14	7	7	14	7	0	14	0	14
Fortune Green	5	0	0	11	5	5	32	0	5	0	16	21
Frognal and Fitzjohns	0	0	0	0	20	40	0	0	40	0	0	0
Gospel Oak	32	0	5	5	11	5	11	5	0	16	5	5
Hampstead Town	20	0	20	0	0	0	0	0	0	20	20	20
Haverstock	30	4	4	4	4	0	22	4	0	13	9	4
Highgate	20	0	0	0	7	0	20	20	13	7	13	0
Holborn and Covent Garden	14	5	5	5	10	14	5	10	5	14	0	14
Kentish Town	0	0	0	33	0	33	33	0	0	0	0	0
Kilburn	14	4	14	7	4	25	7	0	0	4	7	14
King's Cross	20	0	20	0	0	0	20	20	0	0	20	0
Regent's Park	16	0	16	11	0	0	21	5	5	5	5	16
St Pancras and Somers Town	6	0	17	17	6	6	11	11	0	6	6	17
Swiss Cottage	11	0	16	11	0	26	5	0	5	16	0	11
West Hampstead	17	11	6	6	6	6	28	17	0	0	0	6

The below table gives data from the 2001 census on the child population for Camden wards¹⁴. Given the demand for 'wrap around' school facilities it is useful to highlight those wards with high levels of children that fall into this age group range (i.e. those from 5-14). The three wards with the highest numbers of 5-14 year olds have been marked in bold.

Table to show child population by ward:

	0 - 4	5-7	8-9	10-14	Sum 5-14
Belsize	660	315	181	410	906
Bloomsbury	247	127	84	239	450
Camden Town with Primrose Hill	671	405	248	557	1,210
Cantelowes	629	372	236	507	1,115
Fortune Green	581	254	212	424	890
Frognaal and Fitzjohns	649	270	167	387	824
Gospel Oak	660	411	238	603	1,252
Hampstead Town	581	297	177	431	905
Haverstock	876	459	273	654	1,386
Highgate	612	360	255	630	1,245
Holborn and Covent Garden	611	322	211	440	973
Kentish Town	765	399	264	642	1,305
Kilburn	617	364	196	449	1,009
King's Cross	695	336	207	502	1,045
Regent's Park	803	460	288	694	1,442
St Pancras and Somers Town	1,038	612	374	933	1,919
Swiss Cottage	629	297	193	399	889
West Hampstead	496	195	171	310	676

The below table considers the key demand factors by ward for children of school age. The table considers the different elements identified above and indicates areas where there are factors that point to a demand for school 'wrap around' facilities.

¹⁴ Children aged 0-14 are only considered as this is where the focus of the National Childcare Strategy is. It is not possible to determine those over 14 with SEN in order to consider them as well.

Table to summarise key findings by ward where children are aged five plus:

	Demand for after school care is +25%	Less than 25% of parents say that childcare meets their needs	In the top three 5-14 population
Belsize			
Bloomsbury	*		
Camden Town with Primrose Hill			
Canteloves		*	
Fortune Green		*	
Frognal and Fitzjohns		*	
Gospel Oak	*	*	
Hampstead Town			
Haverstock	*		*
Highgate			
Holborn and Covent Garden			
Kentish Town			
Kilburn			
King's Cross			
Regent's Park			*
St Pancras and Somers Town			*
Swiss Cottage		*	
West Hampstead			

In considering the above table in relation to the general geographic data it is possible to see that the geographic data supports the demand for 'wrap around' school facilities in Bloomsbury, Gospel Oak and Haverstock.

The next table repeats the above exercise, but for children aged four and under.

Table to summarise key findings by ward where children are aged four and under:

	Demand for council nursery is +25%	Demand for a day nursery is +25%	Less than 25% of parents say that childcare meets their needs	In the top three 0-4 population
Belsize				
Bloomsbury				
Camden Town with Primrose Hill				
Canteloves			*	
Fortune Green			*	
Frognal and Fitzjohns		*	*	
Gospel Oak			*	
Hampstead Town				
Haverstock				*
Highgate				
Holborn and Covent Garden				
Kentish Town	*	*		
Kilburn		*		
King's Cross				
Regent's Park				*
St Pancras and Somers Town				*
Swiss Cottage		*	*	
West Hampstead				

No wards had a demand for a crèche, nursery class or pre school or playgroup that was above 25%. Swiss Cottage and Frognal and Fitzjohns were ranked ninth and tenth respectively, whilst Kentish Town was 15th at the population rankings for this age group. Therefore although there was a demand in these areas from the questionnaire, the child population data brings into question its viability.

Qualitative Data Analysis

This section explores the qualitative data (from both the focus groups and peer research), considering parental views on the availability of care, accessibility of care (including access policies and finding out about care), views on costs (including views on the tax credits), quality, reasons for using childcare, hours of childcare and more focussed attention on the use of friends and family, after school care, early years education¹⁵ and care for the under fives.

Current Use

Amongst the focus groups, where parents had access to early years education funded places they were all using their entitlement. This was also true of most of those respondents in the peer research. Within the peer research there were some instances where parents said they were using no childcare and yet they had children who could be entitled to early year education places. Later discussions, however, showed that of those who said they were using no childcare, some in fact were accessing early years education places. To a certain extent this might indicate that parents do not understand this form of care fully and thus saw it as irrelevant. However, there was still a small number who were not using early years education when the age of their child suggested they would be entitled. In one instance this was because the parent clearly stated that she wanted to care for her own child.

Considering the use of care for those with children under 5 it was possible to see that most parents did not use childcare, preferring to care for their children at home themselves (although some would use early years education). Only a small number reported currently using childcare in a crèche (one parent), with a nanny (one parent) or with a childminder (two parents). In a few instances those with children aged two were using sessional childcare. However, they did not view this as childcare, but rather more closely associated it with early years education. They, therefore, used this form of care as preparation for the early years education places that they would be entitled to when the child was three. It should be noted that this was only found once the child was close to their third birthday.

Amongst those with school age children there was a mix between those who used holiday playschemes, after school clubs and breakfast clubs and those who did not. Amongst the use of the 'wrap around' school facilities there was a strong relationship with working parents, as also found in the quantitative analysis. This will be explored further under reasons for use.

Providing 'Glue'

Some parents who used 'wrap around' school care also discussed the use of nannies, au pairs and childminders to help provide 'glue' to their arrangements. This was because they could not solely rely on the 'wrap around' school facilities and needed some extra hours of care in order to be able to meet their requirements. For example one parent who used an au pair said of the 'wrap around' school facilities at her son's schools:

¹⁵ Early years education is used to refer to the use of the provision of free, two and a half hours, term time only early years education places. Variations on this will be made explicit in the report.

And there is actually a breakfast club in his school as well. But the problem with both [the breakfast club and after school club] of those is that it's just not enough time for me to get to work and back from work.

Fortune Green

Another parent, who had now managed to rearrange her childcare, discussed how she used to have to rely on a nanny to collect her child from school and take him to the after school club:

So before that there was a lot of trouble in paying people to take her from the school to another one, which is... a long way away. So I was having to double pay the nanny. So it's easier for me now.

St. Pancreas and Somers Town

The latter of these was less about the hours of care and more about the overall logistics.

The use of care for non-school aged children appeared to be less complicated. In the focus groups most parents used early years education on its own where their child was entitled to it. For those in the focus group this involved accessing the two and a half hours entitlement. In a few instances parents were using wrap around hours in order to help prepare children who were about to go to school for the longer school day. Of those who were using an early years education place, none were using it in order to access employment. In a few instances parents with two year olds were accessing care in settings that referred to themselves as pre-schools in order to help prepare their child for the early years education entitlement. In most instances those with children aged birth to two were using no childcare at all (this is considered further later).

The Use of 'Other' Facilities

Parents also discussed in their use of childcare things like activity centres and extra curricular activities¹⁶. In some instances they were aware that these did not constitute childcare, whilst in others it displayed that parents did not have full understandings of what was formally registered childcare. However, the use of these activities could fulfil some of the functions that parents associated with formal childcare, such as enabling the parents to work or undertake training, as well as having social and educational benefits to children (considered further under reasons for use). One parent said of using extra curricular activities in order for her to access training courses:

It's really sad, it's sad that we have to do that very, very sad but that's the only way that our children will get looked after at a price that I can just about afford, I can not afford the childminder's fees, I can't.

Regent's Park

Another more common example was the use of activity centres, which would be used in the holidays to provide both parents and children with some respite.

Other parents also discussed using extra curricular activities in conjunction with more formal childcare, but often found that they had to pay for these as well as the after school childcare if they wanted their child to go to both. They found they could not pay just for the hours of childcare they were using, meaning they often paid twice.

¹⁶ Activity centres included things such as leisure centres and something that parents referred to as the 'kids gym'. Extra curricular activities were things such as football, netball and arts clubs after school.

No parents reported using extra curricular activities or activity centres as a regular form of childcare. They used it either in addition to 'wrap around' school facilities or used it on an ad-hoc basis.

The Use of Friends and Family

Most of the parents felt that the use of friends and family was not a regular form of childcare. They discussed how you could not rely on friends and family as they may have their own things to do; parents did not want to burden them or just did not have this option available as they had no family in the area and friends worked. The exceptions to this were partners and older siblings. In a small number of cases partners were used to provide care, but this meant juggling the demand for care around the times when a partner was available. For example one parent worked weekends so she could care for her son in the week and her partner provide the care at weekends. In a small number of cases older siblings were used to provide care, but this was not seen as being particularly reliable. Neither of these was very common.

Only one parent talked about using friends and family on a regular basis and this was whilst she was waiting for a place in a formal childcare setting. One other lone parent said she could use friends and family on a regular basis, but felt it was not possible as she would not be able to claim tax credits for this type of care and would not, therefore, be able to pay the care provider.

Reasons For Use and Non Use

The reasons for using childcare varied, but, as already referred to, included things such as enabling access to employment or training, social benefits to the child, physical activity for the child and educational benefits to the child.

To Work

The relationship between employment and childcare use was evident in all the focus groups and many of the peer research interviews. However, despite this, there was evidence that it was not always an easy relationship. Particular issues included balancing the cost of childcare against earnings and juggling the hours of childcare around working hours. The juggling of the hours of care around work hours has already been seen, such as the parent who used an au pair to make up for the shortfall in hours of the 'wrap around' school facilities. Other examples of juggling work hours included parents who negotiated work hours with employers so that they could fit it in with their childcare or juggling work hours with a partner so that they did not have to use as much childcare.

That's the thing with my job I can't with my job and my partner's job he can't either, you know, he's already had to change the times that he starts work so he's able to drop my son at school so my son isn't using total wraparound care because I think for children who are very young to have to use a breakfast club, then school, then an after school club it's just an incredibly long day.

Holborn and Covent Garden

The above example also illustrates that factors other than work hours influence the decision of how much childcare to use.

Another parent of two in St. Pancras and Somers Town discussed how she negotiated a late start time with her employer during the summer holidays so that she could use what was referred to as the 'core day' at the playscheme.

There was less of a relationship between the use of early years education and employment, as parents felt that the hours that this form of care was on offer for was not long enough for them to be able to go to work. In some instances parents complained that it was barely enough time to get home before having to come back and collect their child.

In considering the relationship between childcare use and employment it was evident that it was often about finding a balancing point between income and the cost of childcare. Therefore, in some instances parents said they did not use childcare as they did not see it as financially viable to work only to use all your wages on childcare, whilst others gave up work and their use of childcare as they felt it was no longer financially viable. Tax credits, as will be discussed later, were not always seen to offer assistance. However, in one extreme case a parent felt she had to keep working, even though she did not feel it was financially viable, as if she did not she knew she could not afford to pay her mortgage and did not think that she would get any financial help for nine months from the benefits system, so thought she would lose her home.

For some who did not use childcare as they did not work this was because they were openly critical of those who went to work. They questioned why people had children if they were not going to care for them. They were, therefore, most likely to site their reason for non use of childcare as wanting to spend time with their children. This point of view was particularly strong in Swiss Cottage.

And also if you're not working, I mean I'm not being rude I want to see my children at the end of the day, I feel sorry for some of them children. You know people do work so don't think I'm knocking anybody I'm not, but I don't work so while I'm not working why shouldn't I be there for them.

Swiss Cottage

Social, Educational and Physical Benefits

Even amongst those parents who did not work there were some who still used childcare for the social, educational and physical benefits. Working parents also sited these reasons for using childcare as well (sometimes after being prompted). However, this highlighted a conflict amongst some parents as to the reasons for using childcare, as will be considered under accessibility. In the questionnaire benefits for the child received the highest response as to why parents used childcare. Given that the focus groups tended to focus more on employment there is a suggestion that there is a tension between socially accepted reasons for using childcare i.e. for the benefit of the child and using childcare for employment. However, this would need further exploration.

Amongst those who used early years education places, educational, social and physical benefits were frequently sited for their reason for use. Other benefits to early years education were that they helped to prepare children for school, although it was felt that the hours of early years education needed to slowly increase as the child approached full time school age, as at present there was too much of a jump in the number of hours. Those who were critical of working parents still used early years education, suggesting that they saw this provision as being more about the needs of the child, whilst other forms of care were more about working parents.

In a small number of cases parents with children aged two or three and who were not yet able to access their free early years education entitlement, reported that they would like to be able to as they felt that their child was ready for the kind of stimulation that this form of care could provide. Again this was about the needs of the child.

Amongst those who had children aged from birth to two in the focus groups, most were choosing to look after their children at home themselves. Amongst these there were some who intended to use childcare for their birth to two year olds in the future, such as one parent who was hoping to go to college and one who was expecting another baby and needed care for her existing child to help 'give her a break'. Two parents discussed how they had not used childcare for their birth to two year olds as they could not find childcare, both of whom were in Swiss Cottage. Only one parent reported using care for a two year old and this was to help prepare the child for school. This contrasts sharply to the questionnaire data where of the 163 children who were aged two or under, 7% used no childcare and 3% used friends and family only, meaning 90% of under twos were in some form of childcare. This could, however, reflect that the focus groups targeting parents with younger children were held during the day and therefore those parents who were working and using full time childcare would have been unable to attend.

Accessibility

Discussions around the accessibility of childcare were in relation to finding out about childcare and who has priority for the places. Ways to find out about childcare included the Children's Information Service (CIS), Camden Council website, Sure Start, local libraries, schools and word of mouth. Of these, word of mouth was the most common and often favoured as it also meant recommendation. However, there was also a point of view that as a parent you needed to be within a network of using facilities and knowing other parents in order to be able to find out about childcare facilities.

I think they are quite ... because there are ... the schools provide information about things, the libraries provide information, these after school clubs and parent's centres provide local information so and if you are a local parent you can get to know places because you've used drop-in facilities before they've started school and that's how I knew about this one because we used to drop in here when he was a baby.

Holborn and Covent Garden

One parent commented on the difficulties she faced in knowing where to go for information as she had recently arrived from another country.

Those who had used the CIS were quite happy with the information provided, but felt that the service could be developed.

It was, it was quite good, actually, because it had all the telephone numbers in it. It had a little bit of information about the hours, and places, and things. It would have been more helpful, I think if they could have put more up-to-date information in about regards... whether there were vacancies available... at the time or... you know, or what terms there may be vacancies.

Kilburn

Other parents also made comments about how the CIS should be more pro-active in sending out information on, for example, holiday playschemes. However, this was often linked to an assumption that there was a database available that had all parents listed and would enable the CIS to proactively send out information. No such database is known to exist and highlight the need to tackle misconceptions as to what can be reasonably expected of the CIS.

Who Has Priority For Places?

Other issues around access to childcare were in relation to perceptions as to who has the greatest opportunity or priority for the places that are available. Amongst the focus groups there was an opinion that those who were deemed to be 'in need' in some way got free places or heavily subsidised places and that these parents were prioritised over others. Those deemed to be in need included those on benefits, those who have children with SEN, those who are struggling with parenting in some way, those with limited space at home and those whose children were on the at risk register. Although parents did not begrudge the idea that those who were in need had access to these places it was seen to make it much more difficult for them (as parents who were not 'in need') to be able to access places.

They have got priority for working parents and then they have higher priority for children who have special needs and then the rest.

Regent's Park

I think a lot of the places... it's difficult, when you're a working parent you've got to have it, but I find that a lot of places are taken up by... c-children... the parents who aren't working. But because they're on benefit the children can come at a reduced rate, so that takes a lot of... you know, for paying.

St. Pancreas and Somers Town

As seen, parents could use childcare to access training or employment and/or for the social, educational and physical benefits to children. In one focus group there was a certain degree of conflict between those who wanted to use childcare to access work and those who wanted to use it for social reasons, with those who wanted it to work feeling they should have a greater priority as they had a greater need. Thus working parents were often angered by the use of care for social reasons as they felt it posed a barrier to their access to childcare.

All focus groups discussed whether different facilities should be made available for those who were in need, those who work and those who want childcare for social reasons, but all agreed that having a mix within one setting was better as it enabled children to mix with children that they otherwise might not. However, some groups suggested that perhaps there could be more done in relation to how the places are allocated and monitoring parents under their reason for use. As such, if X number of places were for working parents, those parents who were working needed to be monitored to ensure that they were still in work. However, parents did appreciate that it could be difficult to allocate the places. Further, those looking for work sometimes needed to secure childcare before they were able to enter employment complicating the allocation of places.

Availability

Related to the issue of accessibility was that of availability. Nearly all parents were critical of the availability of care in their area. The criticisms were largely directed to the care available for the age at which their children were at the time of the research. This can be broadly split between the availability of early years education places and the availability of 'warp around' school care.

Early Year Education

The availability of early years education was felt by a minority of parents to be better than it had been in the past or better than other boroughs, although there was a feeling that there was a shortfall of this form of provision. On probing around this subject it was evident that the shortfall was in relation to the age that the free places catered for and the hours available, with waiting lists perhaps distorting the perception of overall availability.

Many parents felt that the provision of early years education should be extended to two year olds. Although many parents wanted this extension to two year olds to be free, many appreciated that this was unlikely. However, most felt they would need the places to be subsidised if they were to be able to use them. One parent supported the call for places for two year olds by suggesting that it could reduce the number of children who were deemed to be 'in need' in the future:

*In the long term we can help the society before the Social Services arrive,
before the Police arrive.*

Swiss Cottage

Further, parents also felt that the number of hours of early years education that was on offer should be extended so they could access employment.

R2: But why can't they be given a full... unless the parent... it should get, you should be given a choice, unless the parent don't want the child to start nursery at two years old, then they can stay until like maybe five. But I think it should be given to a child from the age of two: full-time nursery space...

Q: Full time, from nine to five?

R2: ...so we can all go back to work.

Q: From nine to five?

R2: No. Nine to, nine to... nine to three thirty like...

R3: Nine to three thirty, like the school.

Kilburn

However, few parents felt that this form of care should be full time.

As seen earlier, they also felt there was a need to increase the hours as the child approached school to help better prepare them for the longer school day.

Parents were critical of the waiting lists for early years education, but none reported that they had not been able to get a place as a result of them (in one instance a parent had to delay her child starting). In some instances parents reported having to ensure a child was on a waiting list for two years before their entitlement was available in order to ensure that she got a place. It is perhaps these waiting lists that are distorting the perception of the overall availability of early years education. Further, the criticism of availability is distorted by parental preference as parents want council run early years facilities.

Q: And is it, is it because you can't get them into, like you were saying... the ones that you want? Like the ones that are run by the council.

R1: Council, yeah.

R2: Uh Hmm.

R3: Yeah, the council ones are harder

Kilburn

One parent felt that more advice should be given on the waiting lists, so that you did get the facility that you wanted.

Childcare for the under fives was not reported to have problems with waiting lists.

'Wrap Around' School

The availability of 'wrap around' school facilities was seen to be a particular problem due to a shortfall in the overall level of provision, as also identified in the questionnaire data. Parents in the St. Pancras and Somer Town ward, Fortune Green ward, Holborn and Covent Garden ward and Regent's Park ward were particularly critical of the overall level of provision in their area. Waiting lists were reported to be evident for all out of school facilities, with parents reporting waits of up to four years.

In particular those in Holborn and Covent Garden ward were very frustrated by the closing of a holiday playscheme. However, the parents did mention that there was another facility in the area that they could use, but due to personal preference (in particular they did not like the size of the setting) they chose not to use this form of care. Notions of preference are considered further under quality, but here it highlights how some facilities might need to evolve in order to meet local demand and fill their places.

Parents did not feel that it was necessary to have a 'wrap around' school facility for every school in the borough, with many feeling that it would be sufficient for schools to work together in order to provide the care. Therefore, although schools were seen as the most desirable and logical location, parents were willing to accept alternatives. However, it was paramount that if the care facilities were to be in a different location to the child's school a reliable method for getting the children between the two locations, such as a walking bus, was present. Further, it was stressed that this facility should be included in the overall cost of the care, as those parents who were paying for such facilities already felt that it was like having to pay twice for the care.

Only one focus group (St. Pancras and Somers Town) felt that the provision of 'wrap around' school facilities was preferable in a location other than school. This was because they felt it gave children a break from the school environment and, to a certain extent, a greater amount of freedom¹⁷.

In some instances the provision (including those in St. Pancras and Somer Town ward and Fortune Green ward) was also regarded as inadequate due to the hours of care that were on offer, with parents having to use nannies, au pairs and childminders to make up the shortfall in hours, as seen earlier. Preferred opening times ranged from 7.30am to 6.30pm to 8am to 6pm and this was seen to be needed for both term and holiday time.

¹⁷ Research that has considered children's views of out of school facilities has also suggested that locations other than schools are preferable (see Campbell-Barr, 2005)

Parents were particularly frustrated by holiday facilities that did not cater for the working day. The difficulty was that many parents did not work in Camden so had to allow for time to commute to and from their place of work.

Despite the criticisms of the waiting lists many parents had found ways around them, by using childminders of friends and family, for example. Therefore, to a certain extent the comments on waiting lists highlighted that in some instances it was not always an overall shortage of care that was a problem, but a shortage of a particular and preferred type of care. For example, some parents discussed using childminders whilst they waited for a place to come available in an after school facility. This was true of working parents, who felt that as they were working they had to, and would, find some kind of care facility.

Once you are desperate you find it but the doors are very often shut.

St. Pancras and Somers Town

Looking to the future parents also identified problems with suitable activities for older children. In some instances this was a current problem. Parents discussed the need for facilities to be available after the cut of age of 'wrap around' school facilities (most often though to be aged 12). Parents felt that once children were teenagers they still needed some form of provision, but that this did not need to be as formal and structured as 'wrap around' school facilities, in that it needed to take on more of a youth club persona. This was discussed in the Regents Park focus group and the St. Pancras and Somers Town focus group. However, they felt that such facilities should not cater for those in their 20s as well as they did not feel it was appropriate for these two age groups to be mixing. Although this can be regarded to fall out of the remit of the National Childcare Strategy once children reach 14 (with the exception of those with SEN), it does highlight the potential for childcare to forge better links with youth services.

Childcare for the under fives did not appear to be a problem. However, this may be due to the choice not to work by those in the focus groups with children under five. Only one parent wanted care for her under five in order to access employment.

Some more specific issues in relation to the availability of care were found in relation to SEN or health needs. For example one parent in the Regent's Park focus group felt that she could not find childcare facilities that catered for her child's allergies and, therefore, opted to use no care at all.

It's OK If You Have the Money

Many parents felt that the issue of availability was negligible if you had money to be able to use private facilities, such as childminders, nannies, au pairs and privately run daycare facilities. It was therefore evident in further discussions that they felt there was care available, but again it was their preferred form of care that they felt there was a shortfall of. This preferred form of care was council run facilities. All parents in the focus groups reported this to be their preferred form of care.

Cost

The overall perception of the cost of childcare was that it was expensive. Parents gave examples of costs as being £180 a week for a childminder, £14 a day for a holiday playscheme (made twice as expensive when you have two children), £160 part time for

daycare, £8 an hour for childminders and £15 a day for a holiday playscheme. In relation to the latter of these the parent actually felt that this was very reasonable. Childminders were seen to be a very expensive option.

However, despite these costs for care, parents discussed how there were often hidden costs to childcare, such as having to buy pack lunches or pay for trips. They therefore felt that the overall cost was much more expensive than the rates quoted. One parent felt strongly that the cost of childcare should be made more transparent.

Further, parents were critical of having to pay for set hours of use even if their child(ren) were not attending for all of those hours. This was briefly referred to under 'types of use' where children attended extra curricular activities, but parents were still paying for childcare facilities at the same time. One playscheme in St. Pancras and Somers Town was seen to be favourable as it offered different options in relation to the hours a parent used and paid for, thus making it more flexible. For example a parent could pay for a full day, core day (slightly later start time, with slightly earlier finish time) or a half-day. However, parents wanted greater flexibility to be able to pay for the hours used. Although greater flexibility in the charging of care was desired, this needs to be placed in the context of the difficulties providers can face in organising staffing and paying their wages¹⁸.

Parents compared the cost of childcare to other living expenses, such as rent, mortgages and council tax, all of which were seen to be high and burdensome.

R1: As you say, even though we are Kilburn, my rent is really, really high. And my council tax...

R4: Our rents gone up again! I'm sure. (Over talking)

R2: And it's... (Over talking)

R1: You know? So... not because we're living in... oh, the twin, but still my rent is more than hundred and twenty pound a week!

Kilburn

Some parents also discussed how you traded off the cost of childcare with other living expenses, such as going on holiday. The latter of these being true of those who used care only for social, education and physical benefits.

As already seen under reasons for using childcare, there were some parents who felt that the cost of childcare was so high that it prevented going to work from being financially viable.

And if you do find childcare you might as well quit work because... it doesn't balance off.

Kilburn

So I use to do more hours but... which is... I was working actually to pay the childcare, and staying away from the kids. So... it wasn't working out in that sense. No.

St. Pancras and Somers Town

¹⁸ See Campbell-Barr (2007)

Reactions To A Change in Cost

Parents were asked what they would do if the cost of childcare fell by £20 a week. Some parents commented that they still did not think that work would be financially viable or made any more appealing by such a drop in costs. Others said they would consider using childcare more seriously and some said that they would definitely use more childcare.

When asked what they would do if the cost of childcare rose by £20 a week many parents reported that they would reduce the amount of care that they used, would seriously consider whether they carried on using the care, reduce the number of hours of care they used or would just give up work so they no longer needed the care. Only one parent felt she would carry on as she was (referred to earlier in relation to the mortgage trap). These results differ to those found in the questionnaire, as they suggest that parents are more likely to make a change than to carry on as they are. However, what the qualitative data highlights is the negotiations and debates a parent has with themselves in discussing a potential rise in the cost and how, until such an eventuality, they do not know what action they would take.

Because it's a stretch at the moment. It's, you know, an affordable stretch but, you know, twenty pounds a week is just such a hefty... Well, I'll have to look for something that was really part-time because we couldn't afford ... can't afford to pay more for the childcare than you are actually earning.

Holborn and Covent Garden

Well we would have to consider that. My wife probably ... I think we would probably agree that it's for the children but we might not be able to survive ... twenty pounds a week is a bit much.

Holborn and Covent Garden

The exception to this was a facility that enabled you to pay for the hours of care you could afford to use.

The fee has gone up, but it's still... the nice thing about [name of setting] is that they're flexible enough to allow you to pay for the days you can afford.

St. Pancras and Somers Town

Tax Credits

Most parents had heard of the tax credits, with some having not looked into them in that much detail, others believing they were of no use and some having experience of them, with few being favourable.

The common view of tax credits was that in theory parents were entitled to them, but in reality most people earned too much to be entitled to them, were only entitled to very small amounts, or felt what they were entitled to was still not enough to make childcare affordable.

Right, say the nurseries a thousand pound a quarter, you're getting four hundred pound off. That's a reduction you'll get. But then if you've got two of them that's still twelve hundred pounds you still gotta lay out.

Kilburn

I think it's Okay, but I, I... you do have to appreciate that there's many parents like me, who are on the threshold who don't get... I mean there is this assumption, especially with school, after school clubs; there is this assumption that child tax credit will pay for it. No it won't.

St. Pancras and Somers Town

Some parents felt that the system for applying was complicated and that they would like more support in applying for tax credits.

They say that if you are working, on a sort of reasonably low wage, then you can apply to the Working Tax Credit people but we haven't been successful in applying for that. It's unclear because nobody provides support on how to do that, so that would be quite nice.

Holborn and Covent Garden

Where parents had been able to access small amounts of tax credits they felt that the paper work was burdensome and did not make the small amounts worthwhile. However, they also reported that they had been told that they *had* to reapply for them even when they did not want to.

You get a set... that's the limit. That's where it goes. So my husband said, 'Just don't apply for it. Just, just too much paperwork.' Then they phone and said I'll be in trouble; I'll be charged... if I don't apply for it!

St. Pancras and Somers Town

For those parents who were using nannies and au pairs to help 'glue' together their childcare arrangements, there was a frustration that they were not able to access tax credits for these forms of care.

For parents that had not received tax credits or not looked into them, they had often heard experiences similar to the ones above so did not think they would use them in the future. It is perhaps the negativity around the tax credits that explains the perceived lack of take up found in the quantitative data.

Given that some parents thought the cost of childcare should be means tested it was surprising that they were not more favourable about the tax credit system. However, it appears that the cut off point for entitlement to tax credits is seen as too low and that the level of assistance, if received, is not that great.

Quality

When asked what they looked for as an indication of quality in a childcare facility parents broadly discussed ratios, staffing, activities, the building, safety, recommendation and a general feel for the place.

It has a good range of facilities; a good clean place for children to come and the ambience is good because the helpers are all very kind people. We find them very very sympathetic and helpful.

Holborn and Covent Garden

Staffing

Views on ratios varied, but parents preferred the use of group settings rather than childminders, this may explain why only five percent of parents were found to use childminders in the questionnaire. A reason for this preference was that having more staff was in some way preferable, for example if a child was crying, if there is more staff than it is more likely to be spotted.

I think there has to be a good ratio of staff to children, I think as [name] said earlier so if one child falls down there are two or three to carry on with the rest of the children.

Swiss Cottage

However, views on what was an adequate number of staff were more difficult to determine, but appeared to be more in relation to feeling that children were getting sufficient attention and that staff had adequate control.

In relation to staff parents wanted staff that were friendly, that they could trust, that were nice and approachable. They also liked it when settings were able to retain their staff as this helps both them (the parents) and the children to establish a relationship with the staff.

Parents were also asked whether they were worried about the staff qualifications, with a mix of views on this. Some parents reported that they did check the staff's qualifications, whilst others felt that it was not necessary, going more on a feeling of friendliness, trust and whether the child likes them. One reason for not worrying about qualifications was that experience was seen to be more important, with a view that any one could do a course, but would this mean they were good with children. However, where this experience came from was more debateable as some felt that being a parent provided adequate experience, whilst others still upheld the need for qualifications and professional experience.

Activities

All parents agreed that they liked to see a range of activities on offer and for the children to be engaged in some way. Parents reported that they liked it when their child brought things home with them as it gave them a reassurance that they had not been sitting around all day. Views on the type of activities they would like to see varied, with some parents placing more emphasis on playing and being outdoors and others feeling there should be space for more academic pursuits. However, with regards to the latter, parents did not feel that this should take up all of the time. Parents felt that group settings were better at providing activities than childminders. Only one parent commented that their child sometimes complained that there were not enough activities.

Some parents felt that outdoor play facilities were important, especially when they did not have any space for such activities at home.

One of the best indicators of quality for parents was that their children were happy at the setting. Parents frequently discussed how their children wanted to go to childcare even when they did not have to and how it made their lives (as parents) easier as their children want to go there.

And you can see that because all the children love it. They don't want to come home.

OFSTED

Only one parent reported asking to see the OFSTED report of the setting that she used. Two focus groups discussed how they were sceptical as to how adequate the OFSTED inspections were, particularly for childminders and when they were only annual. In one group they felt that the inspections should be unannounced and more frequent for childminders.

You know, and the very good gets paid as well as the very bad. Which I think is a totally unjust. And all this things about OFSTED coming to inspect childminders or inspect this... I'm sorry, it just doesn't really happen.

Kilburn

One parent felt that Camden Council should do more to put pressure on OFSTED in order to help improve things.

Other Issues With Quality

All parents were happy with the quality of the facilities that they were using. However, generally parents felt that the quality of childcare available in Camden was quite variable. Mainly parents did not feel that there was any relationship between the cost of the facility and the quality, although one parent did comment that you would expect those that were more expensive to be of better quality.

In some instances parents could be very critical of the quality of care being provided by childminders. There were criticisms that childminders left children to watch television rather than interacting with them or that childminders would spend time doing activities that were not appropriate for the children, such as running errands for the childminders own needs. However, in most instances these criticisms came from word of mouth reports rather than of direct experience of using this form of care.

Summary

This section provides a bullet point overview of the main findings under relevant headings, before going on to consider them in more detail, including looking at proposals for the development of childcare services in Camden for the future.

The Use of Childcare

- Friends and family was the most common form of childcare to be used amongst respondents. However, analysis of the hours this form of care was used for and discussions in the focus groups showed that this was a form of care that was dominated by occasional use. Day nurseries and after school care then made up the next two areas where there was the largest use, with breakfast clubs having the lowest level of use.
- Mothers were the main respondents to the questionnaire, possibly reflecting that they are the ones who are responsible for childcare.
- Childcare use was slightly higher amongst two parent families than lone parents. However, lone parents did have a higher level of use for after school care.
- Those aged 36-45 had the highest level of use, with those aged 18-25 having the lowest level of use. Also those aged 36-45 had the lowest level of use of friends and family. Those aged 46-55 had the highest level of use of after school care, but this could be because they are more likely to have older children.
- Childcare use by White British is lower than the use by non White British, with the exception of nannies and au pairs. The use of other school based activities and pre-schools or play groups does not have such a large difference in use between the two groups.
- There was a clear relationship between the use of childcare and employment, with levels of use being slightly higher amongst middle income earners in the questionnaire. This was also found in the focus groups, although some parents were critical of this relationship.
- There are a small number of parents who are not using early years education when the age of their child suggests they are entitled. In the peer research only one parent indicated that this was an active decision. This may be true of other parents, but there is evidence to suggest that take up could be improved.

Amongst the questionnaire and qualitative data parents were broadly satisfied with their current childcare arrangements. However, it was evident that some parents still experienced a shortfall in provision, whilst others had struggled to find satisfactory arrangements. Particular issues were that the hours of care were not long enough to meet their needs and/or they had to use other forms of care to provide interim arrangements until they were able to access their preferred form of care. Issues around hours varied depending on whether it was working parents and the form of care being used. Both 'wrap around' school facilities and early years education were seen as having a shortfall in the number of hours on offer, but reasons for the desired extension in hours varied. For early years education an extension in the length of provision was wanted as children approach school to better prepare them for the school day. In other instances it was felt that the two and a half hours early years provision was not long enough for the child and the educational and social needs they had. Further, some parents felt that the provision of early years education should be extended to help parents have more time to be able to access employment, as two and a half hours was seen to be insufficient to be able to do this. Extending the hours of this form of care is

complicated as at present funding is available for two and a half hours a day, five days a week, term time only and parents felt that an expansion of hours should also be an expansion of this funding. However, the promotion of using this form of care more flexibly has been considered by policy and it is perhaps, therefore, about early years providers considering how they offer the 12 and a half hours a week to parents, with parents also considering in more detail how the hours could be used to help support them entering employment. For example the use of this form of care could be concentrated over two and a half days in order to access employment. Offering early years provision more flexibly would need to consider the position of the providers and the consequences this could have for their opening hours and staffing, whilst also allowing for travel time.

The extension of other forms of care was also about supporting employment, the difference being that many of the parents using 'wrap around' school facilities in the qualitative research were already working. They, therefore, made up the shortfall in hours either presently or in the past, by using more than one form of care, creating complex arrangements and a feeling of being burdened by double childcare costs. It is therefore proposed that 'wrap around' school facilities should extend their hours of provision. This is particularly true of holiday care where there was a desire for schools to still provide hours of care that fit the work day. Parents felt for both after school care and holiday care that it was not necessary for every school to provide such care and that they would be and are happy to access such services in a school other than the one their child accessed or in another location. However, there was a need for facilities to transport children to off site after school care. Parents did not specify that they thought another location should be used for holiday care, suggesting that they were happy for holiday care to take place in the same location as after school care.

Discussions around the use of other forms of childcare, such as day nurseries and childminders were limited, but indicated that there was no demand for these forms of care in the qualitative data. Within the quantitative data there was some evidence of future demand for these forms of care, but the demand for after school care and nannies and au pairs was greater.

Planned Childcare Use

- The highest planned use amongst all parents was after school care.
- NW5 and WC1 had the highest demands for after school care at a geographical level.
- There was a high demand for friends and family, nannies and au pairs, which is beyond the remit of Camden Council.
- NW3 had the lowest level saying that their current arrangements met their needs.
- Canteloves had low numbers saying that childcare met their needs at a ward level.
- Gospel Oak had a high demand for after school care, along with Haverstock.
- Frognal and Fitzjohns had a high demand for day nurseries.

The planned use showed an overall demand for after school care, with the qualitative data also highlighting a shortfall in this form of care. The qualitative data, however, did not show that parents felt there was a need for one after school facility for every school and that it would be acceptable for schools to work in partnership in order to be able to provide the care. If this were to happen it was important for the care to also include a

walking bus where appropriate. The issue of the opening hours of this form of care has already been considered.

It should be noted that although other forms of care could be used for after school care, parents had a preference for group facilities, often preferring the group approach, but also what was seen to be a more reasonable cost of this form of care. However, parents will use other forms of after school provision if they are unable to access their preferred form of care. Although there is an argument for parental preferences to be met, especially in a political agenda that believes in parental choice, careful consideration will have to be given to what the consequences are for other forms of care, in particular au pairs and childminders (the examples found in the qualitative data) if after school clubs were expanded. As au pairs are beyond the remit of Camden Children, Schools and Families, it is arguable that they are not of concern. Further, it is possible to argue that under a choice agenda, markets should respond to parental preference. Thus, if parents do not want to use childminders there is little reason to support them as they will not be sustainable. In relation to childminders, there is also evidence that parents feel that this form of care is of poor quality, so a reduction in its availability could improve overall perceptions of quality.

The focus groups also suggested a lack of early years places. This may be why some parents were not using early year provision in the questionnaire, when the age of their child suggested that they were entitled to. This should be considered further in relation to the total number of places available for the number of three and four year olds in the borough. However, it should also be noted that no parents in the focus groups reported not being able to get a place. Instead, it appeared that it was the waiting lists that gave a perception of a lack of available places. In part, this is again attributed to parental choice, where there is a preference for Camden Council operated facilities. The frustrations with the waiting lists lead to a proposal for more advice for parents around waiting lists, so that they can get their preferred form of early years provision. More work should also be done into why Camden Council facilities are preferred to private facilities, to see if private facilities could be developed in any way. As early years provision is free, the issue of cost raised in relation to other forms of care and why council provided ones are preferred are not applicable. However, the preference could be as a result of the hours of free care available as it is possible for a maintained (council provided) place to be available for longer hours, which may distort the preference for this form of care, again suggesting the need for further work in this area.

The Cost of Childcare

The cost of care was seen to be expensive in the qualitative data. However, the questionnaire data showed that even if it were to rise many parents would carry on using their existing childcare. Yet in the focus groups it was clear that this may not always be an easy choice, whilst other parents felt it was a constrained choice. For those who felt it was not easy they explained that they would have to consider their income and outgoings carefully. This displays the careful financial negotiations that parents make around using childcare. Amongst those who did not use childcare this was often the result of financial calculations that made them believe that it would not be financially viable to work. Other parents felt they were more constrained in their use of childcare in that they had other financial commitments that meant they had to continue working and thus use childcare. Therefore, parents appear to fall into two groups; those would make economic calculations and go for what they see as being the more viable option and those who will continue to use childcare any way. Amongst the former, small financial gains can be countered by the loss of time with the child. The quantitative data supports

the notion that working parents are more likely to carry on with their childcare use despite a rise in costs.

Although all parents wanted cheaper childcare they did appreciate that the potential for greater subsidies towards the cost of childcare were unlikely, yet within their discussions there were areas that were identified in relation to the cost of childcare that could help reduce the burden of the cost of care. Parents felt that the costs of care should be transparent, in that it should be made clear that although there is the expense of childcare, there are other expenses, such as food, on top of this. As part of this transparency some parents felt that settings should aim for one cost for facilities, rather than asking for top up for additional activities and food. One particular cost that parents felt should be included in their fee was that of the cost of a walking bus, where appropriate. This was a particular issue in Somers Town and Holborn. In Holborn a walking bus was being provided, but funding for it was due to come to an end and one parent raised concerns over having to pay for it in the future. Where childminders had been paid to provide this facility in the past parents felt that it was a service that after school clubs should provide where needed. Analysis of the vacancy rates of after school clubs could also provide an indication of where walking buses could be introduced between more locations to help try and fill vacancies. There was no evidence to suggest that parents used walking buses or similar facilities in order to access a preferred form of care, rather such facilities were seen as a necessity.

Further there is the possibility of providers considering more flexible costs, so that parents can pay for the hours of care that they use. This was more frequently discussed in relation to out of school care. There was an example where this was happening, so lessons could be learnt from providers who already adopt such charging fees. However, comments on the setting who already offered flexibility suggested that there will always be room for further flexibility. Charging flexibly would also need some careful consideration for childcare settings, who would need to manage staffing arrangements that could meet this flexibility. Further the financial viability of flexible charging would also need to be considered. It might, therefore, be more appropriate to have different options available to parents, as opposed to a completely open choice, such as full days, half days, school hours days, core days (late start and early finish).

The main area where there appears to be potential for helping parents with the cost of childcare is via supporting them in the application for tax credits and through myth busting around the tax credits. At present parents report struggling with the application forms or not being sure whether they would get anything even if they did apply. The CIS has a Welfare Rights Worker who is able to provide support and advice on benefits and tax credits. The suggestion is that parents are not aware of this source of support and that it could benefit from being promoted. Promotion of the CIS could also consider filling in the gaps around other source of information deemed relevant.

Access to childcare:

- The most common way of finding out about childcare was by friends and family.
- The CIS, schools and Sure Start were also common ways to find out about childcare, although the focus groups had ways for the CIS to develop.
- There were confused ideas around access policies.

The qualitative data highlighted that parents needed to be a part of a network in order to find out about childcare. This could either be an informal network, such as friends and having local family in the area or a more formal one like having children in a local school or using local Sure Start services. The CIS was the exception to this, but the focus groups suggested ways in which they felt the service could be developed. Some felt more detail could be provided, such as data on vacancies. The CIS already provides such data, suggesting that there may be a need to consider how it is presented to parents so that they are more aware of its availability. Other parents felt that the CIS should be more proactive in sending out information. Although there is no database of parents to be able to do this, there is the suggestion that it could be useful to utilise the local press or other such mediums to promote the service.

Information provided to parents should also consider wider, more general information, such as details on access policies and waiting lists. The focus groups found that there were many perceived ideas on access policies, but with little substantive evidence. Although parents did not mind the idea of some parents getting priority for places if they were deemed to be in need, perceptions of access policies were contributing to an overall perception of a shortfall of places. Further, Camden Council might want to consider giving more consideration to how access policies operate if they are to be in place, such as whether working parents should be prioritised over those who wanted to use childcare for social reasons.

In essence there appeared to be a role for Camden in addressing information gaps around the provision of childcare and early years education and the support available in relation to this.

Quality

- Qualified staff and quality of facilities were found to be most important to parents.
- Proximity to work and siblings' schools were found to be least important.
- Parents were more likely to discuss non quantifiable indicators of quality as how they judge a setting.

Parents, unsurprisingly, valued the quality of the childcare provision they were using. In the qualitative data parents discussed things such as ratios, staffing, activities, the building, safety, recommendation and a general feel for the place as signs of good quality childcare. Staffing was seen to be particularly important. However, interestingly, few parents in the focus groups felt it was about the staff qualifications, but more about the ratios, experience, trust and being good with the children that was important, which contrasted with the questionnaire, which cited qualifications. This could reflect the confines of the questionnaire, where staff qualifications was the only option around staffing that parents could use to reflect the importance of staffing. Non-the-less, both sources highlight the importance of staff to parental indicators of quality.

Parents appeared to be less worried about the more formal indicators of quality, such as OFSTED. Instead, parental ideas of quality were often more subjective and not quantifiable, such as the ideas of trust, friendliness and a general feel for a setting. Further work would be needed to consider how these related to the more quantifiable measures of quality that exist.

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Appendix One: Use of Childcare By Ethnicity

Table to show use of childcare by all ethnic groups:

	After School club	Break-fast club	Child-minder	Council nursery	Crèche	Day nursery	Family or friends	Nanny or au pair	Nursery class	Other	Other school based activity	Pre-school or playgroup
African	9	3	4	7	5	10	7	2	6	0	0	6
Bangladeshi	10	0	1	4	3	2	15	2	10	1	2	4
Caribbean	2	1	2	2	0	5	3	1	0	1	2	0
Chinese	3	0	0	2	0	3	3	0	0	2	0	1
Indian	1	0	2	0	1	2	4	0	0	0	0	1
Other	5	6	0	7	0	2	5	3	2	0	0	3
Other Asian	2	0	2	3	1	5	2	2	0	0	0	4
Other Black	4	2	1	1	2	3	6	2	1	0	3	0
Other Mixed	12	0	11	5	3	18	19	10	7	0	4	5
Pakistani	2	0	0	1	0	1	0	0	0	0	0	0
White and Asian	2	1	2	4	0	4	6	0	2	0	1	3
White and Black Caribbean	9	4	2	2	0	4	12	0	0	1	0	4
White British	66	12	18	31	18	73	87	61	18	5	28	43
White Irish	3	0	0	2	0	3	1	2	1	1	3	2
White other	23	7	10	14	9	29	30	22	5	4	11	16
(blank)	11	1	1	4	2	6	12	2	5	2	4	5

Appendix Two: Planned Use of Childcare by Non White British

Table to show planned childcare use by ethnicity:

	% of Planned Use White British	% of Planned Use Non White British
After School club	36%	64%
Breakfast club	40%	60%
Childminder	32%	68%
Council nursery	23%	77%
Crèche	26%	74%
Day nursery	28%	72%
Family or friends	38%	62%
Holiday Playscheme	33%	67%
Nanny or au pair	21%	79%
Nursery class	15%	85%
Other	0%	0%
Other school based activity	30%	70%
Pre-school or playgroup	21%	79%

Appendix Three: Findings From Camden Research Project

Below is a summary of findings from a research project conducted by Camden Council into Childcare needs in St. Mary's Church of England School. The research was conducted by Camden and questions about this research should be directed towards them.

Key Points from St Mary's Church of England Primary School

A total of 62 questionnaires were returned of these 20 did not use childcare or want to use it in the future.

Of the remaining 42 returned questionnaires 18 parents are currently using childcare and 24 aren't but said they want to use childcare in the future, this year or next year.

Of the parents answering the questionnaire a total of 62 children are mentioned, most are of relevant school age, 4 – 11yrs.

Of the 18 parents currently using childcare 8 said the childcare currently used meets their needs, 10 said it doesn't. Most wanted childcare closer to school or on the school site, some were accessing childcare too far away and need childminders to take their children to the childcare.

Future use of childcare

There was a good response from parents who said they would want their children to use breakfast and after school childcare.

Breakfast

Up to 20 parents daily said they would need their children to attend a breakfast club, on the school site.

After School Club

Between 24 and 30 parents daily said they would want their children to attend an after school club on the school site, some citing as their preference '*that they trust the school*'.

After School Activities

13 – 15 parents daily wanted their children to access after school activities on the school site.

School Holidays

Between 15 and 17 parents daily wanted their children to access school based activities during school holidays.

10 parents wanted their children to attend playcentre, and mentioned Fortune Green and 1 parent mentioned the Talbot Centre.

Paying for childcare

Breakfast – parents looking to use breakfast clubs in the future said they are willing to pay between £10 - £30 weekly.

After School Club - £10 - £30 weekly

Holiday - £15 - £60 weekly

Parents who are currently paying for childcare are paying considerably higher fees than those mentioned above, especially for after school and holiday care. Weekly fees currently paid range from £32 - £67.50 per child and up to £150 during school holidays.

Appendix Four: Ward Data

Table to show response rates and average age of child per ward:

Ward	Number of Responses	Average Age of Child
Belsize	17	4
Bloomsbury	7	5
Camden Town with Primrose Hill	17	4
Cantelowes	12	6
Fortune Green	21	4
Frogna and Fitzjohns	16	5
Gospel Oak	35	6
Hampstead Town	11	4
Haverstock	37	6
Highgate	22	5
Holborn and Covent Garden	17	5
Kentish Town	20	5
Kilburn	34	3
King's Cross	9	6
Regent's Park	23	5
St Pancras and Somers Town	19	6
Swiss Cottage	21	3
West Hampstead	26	4